DOCUMENT RESUME

ED 287 409 HE 020 827

TITLE	Report of Activities, 1981-1986. Institute of Education, University of London.
INSTITUTION	London Univ. (England). Inst. of Education.
PUB DATE	87
NOTE	192p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	College Libraries; *Degrees (Academic); Doctoral Degrees; Enrollment Trends; Foreign Countries; Higher Education; Masters Degrees; *Publications; *Research Projects; *Schools of Education; *Teacher Education
IDENTIFIERS	*England; *University of London (England)

ABSTRACT

A report on the University of London's Institute of Education is presented for 1981-1986. After describing the general character of the Institute and constitutional matter, different areas of its work are covered. These areas are characterized in two parts as professional education (both initial and inservice education) and the academic study of education and research. The problems of the site of the Institute library and the Institute's international role are also considered, along with information about the Institute staff, departments, centers, and the issue of finance. Finally, the Institute's future role as a school of the University is discussed. Appendices (the bulk of the volume) include: analysis of student numbers; examination results for each type of diploma, degree, and certificate; doctor and master of philosophy awards, the recipient's name, date of award, and title of research; research grants awarded by title, recipient, amount, and source; analysis of overseas student numbers; information on Bedford Way Papers; and a bibliography of staff publications. (SW)

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INSTITUTE OF EDUCATION
University of London

REPORT OF ACTIVITIES
1981 – 1986

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University of London, 1987

Printed by The Chameleon Press Limited, 5 – 25 Burr Road, London SW18 4SG

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Institute of Education Report, 1981-1986

Introduction

As the last published annual report of the Institute was for the 1980-81 session this report will cover the five-year period 1981-86. Detailed documentation will be provided in appendices. The body of the report will be a broad tour d'horizon which will inevitably give more attention to the later part of this period than the earlier. Within these limitations we shall try to give a comprehensive review of developments over this five-year period.

Some remarks on the general character of the Institute and constitutional matters will be followed by observations on each of the different areas of our work. These areas we broadly characterize in two parts as professional education (our work in both initial and in-service education) and the academic study of education and research. But, as we would be unhappy about any sharp division between the levels of our work, so we would about too neat a distinction between the 'professional' and the academic. It is a convenient way of proceeding to which too much importance should not be attached. After a discussion of the important outstanding problem of the site of the Institute Library and the equally important matter of the Institute's international role, the report will continue with notes about the Institute staff and our departments and centres, followed by observations about finance. It will conclude by looking forward to the Institute's future role as a school of the University.

It will seem curious that financial questions will be discussed last of all, since the decline of resources in higher education has dominated this five-year period. To say that over this period our financial situation has deteriorated, that our staff-student ratio has become less favourable, and that it has become increasingly difficult to plan rationally, is to state the obvious facts familiar in the experience of virtually every other institution in the country. However, financial annual reports for this period published separately make it unnecessary to go into great detail here. Moreover, finance and the threat to all our activities caused by the decline of resources pervades every section of this report, so that only a brief section to bring together some important considerations on it will be necessary.

Character of the Institute

In May of 1986 we published the history of the Institute from 1932 to 1972, to which Dr C Willis Dixon (former Secretary of the Institute) has devoted the greater part of his years of retirement. It has made us more than ever conscious of the tradition and special position of the institution which we have inherited, stretching back to the London Day Training College set up in the early years of the century. It remains as true today as ever that the Institute is pre-eminent in education and educational studies, whether one thinks of size — it is the largest school of education in the United Kingdom — the range and specialisms of the Institute staff, its international role, the quantity and quality of its funded research.

Our range of work stretches from initial training for graduate teachers, through a variety of in-service provision — short courses, diplomas and taught Master's courses — to research degrees and a host of funded research projects. 20 per cent of external funding for educational research in 1984-85 was awarded to the Institute and 23 per cent of the PhDs completed in education in 1984-85 were from the Institute. As befits our special position, we have a strategy of giving research a high profile, but we would regard it as a major failing if we did this at the expense of our initial and INSET professional and taught Master's courses. It has been the fundamental tradition of the Institute to maintain this professional work alongside the research and the more advanced academic studies (only rarely in our history has the idea of dropping of initial training been contemplated, to be quickly dismissed). Each learns from and stimulates the other, indeed each is fundamental to the health of the other. It is this proximity and the measure of integration which we are able to achieve which give the Institute its special character and fascination.

The student body

Much can be learnt about the special character of the Institute by looking at the student body. Over the five years our student body has ranged from 2710 in 1981-82 to 2743 in 1985- 86. The detailed figures are given in *Appendix 1*. Initial courses for the Postgraduate Certificate in Education (PGCE) account for a sizeable proportion of the full-time students (534 in 1985-86). The students here are mainly young graduates fresh from first-degree courses preparing for their first teaching appointments. The largest group of students at the Institute (1256 in 1985-86) are working for masters and research degrees. These are mainly teachers and other educationists on secondment or in-service. It is important to note that the majority of these students are part-time. The Institute has the largest number of part-time postgraduate students in the University of London and thus has a major role in continuing education and the professional education of teachers. Our services to the profession also include some sixteen diploma courses which provide advanced training in specialized areas for experienced teachers, the (academic) Diploma in Education, the BEd for serving teachers, and Department of Education and Science — funded INSET courses in priority areas. In addition some 3000 other teachers come to the Institute each year for short courses (one day courses, or one evening a week for six weeks). The range of opportunities which we offer and our international reputation continue to attract overseas students. After a fall in 1982-83 when the first impact of the full-cost fees was felt the numbers recovered and began to grow again. We enrol students from over 80 countries.

It is this large polymorphous body, representative of the teaching profession nationally — young novice teachers, experienced teachers, senior educationists — and of international education which, in its intermingling with academic and research staff, makes the Institute such a satisfying and stimulating place in which to work. So far we have managed to preserve these qualities in spite of the inroads which have been made into our resources in recent years. (An analysis of examination results between 1982 and 1986 is given at *Appendix 2*.)

Constitutional matters

The Institute is in a somewhat anomalous position as far as its governing structure is concerned. As long ago as 1972 the Murray Report on the Governance of the University of London recommended that the Institute should be admitted as a School of the University of London (thus having a self-governing status within the federal University). The recommendation was accepted by the Senate and Court of the University and a joint petition for a Charter was submitted to the Privy Council in 1980. Under normal procedures the Institute could have expected its Charter and Statutes to be approved within a year, and the school status which for all general purposes it has now been accorded for many years confirmed. Approval has been withheld on the issue of tenure of academic staff. The Privy Council, no doubt under the promptings of the Department of Education and Science, has required the Institute to make provision, in the Statute governing termination of staff appointments, for dismissal on the grounds of redundancy. The Institute has felt that this is a general University issue on which it should not be singled out to take an initiative; and it is particularly aggrieved that the Privy Council did not insist on an amended equivalent clause in the new Charter for the University of Ulster, nor was it a condition of the Private Bills for the recent amalgamation of Schools within the University of London, Chelsea College and Queen Elizabeth College with King's College (KQC), and Bedford College with Royal Holloway College (Royal Holloway and Bedford New College). It is ironic to recall that Professor William Taylor in the last published annual report of the Institute (1980-81) fully expected the Charter to be granted in the following session and looked forward to a visit from the then new Chancellor, HRH The Princess Royal, to present the new Charter at a special ceremony. We are still unable to welcome our Chancellor with the Institute's status confirmed. However, we can now say with confidence that approval of the Charter is expected in the near future.*

The consequence is the continuing anomaly that the Institute is governed under a 'Scheme' devised in 1948 to cover both a central function and an 'Area Training Organization', a network of thirty or so colleges of education set up following the war-time McNair Report, to bring the teacher training work of the colleges under the University and Institute's aegis. This part of the Institute's work has now come to an end but the Scheme remains since, anticipating imminent approval of the new constitutional arrangements, we made no allowance for such a long delay. As far as possible the Institute's Committee structure has been adapted to suit our position as a *de facto* school: for instance an Academic Policy Committee has been set up, with a membership and terms of reference along the lines proposed for the Senate of the Institute in our draft Charter. We now need to widen the membership of our Committee of Management, the governing body, to include, along the lines recommended by the Jarratt Report on the management of universities, more lay members from local government, relevant national and professional organizations and from commerce and industry, and we are awaiting approval of the Charter for the opportunity to do so.

The Director and Pro-Directors

A significant management change occured in 1983 when Professor William Taylor resigned after ten years as Director to become Principal of the University (he subsequently, in 1985, became Vice-Chancellor of the University of Hull). Professor Denis Lawton took on the job of Director, having previously served as Deputy Director. It was decided on an experimental basis to appoint in the place of a Deputy Director three Pro-Directors who would assume duties of leadership in addition to their academic work. The experiment has worked very well and the arrangement has been confirmed. The responsibilities of the Pro-Directors correspond roughly with three major levels of the Institute's work. There is a Pro-Director for Professional Studies, responsible for the PGCE, a Pro-Director, Academic, for INSET, including the taught Master's degrees, and a Pro-Director, Research. All three Pro-Directors have some responsibility for staff development.

One would need to expatiate upon Professor Taylor's central role in the leadership of the Institute at a crucial period over far more than a paragraph to pay an adequate tribute. He combined to an outstanding degree a sound academic assessment of what the role of the Institute and its future should be in rapidly changing circumstances with the managerial skills of leadership to see that the Institute had the means to carry out that role. Perhaps only those closest to Bill Taylor will be aware of the full extent of the unremitting work there was (and is) behind the achievement — the endless committees, preparation of papers, correspondence and discussion, the leadership and support he gave throughout the Institute. He had to guide it through the débâcle that overtook the associated colleges of education during the 1970s and the very difficult issues that here confronted the Institute and the University — to say nothing of our colleagues in the colleges. He had to safeguard our international role. The relative soundness of the Institute's position in such difficult times is to an incalculable extent his achievement. It was a great pleasure to us that he was invited to give the Faculty of Education lecture in November 1986 to celebrate the 150th anniversary of the University's first Charter. It gave him an opportunity to reflect on the entire history of education in the University of London, as well as on his own ten years as Director. We look forward to its forthcoming publication.

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* At its meeting on 10 June 1987, the Privy Council approved the granting of a Royal Charter to the Institute of Education. As from the date of the formal sealing of the Charter, the University of London has approved the admission of the Institute of Education as a School.

Initial teacher education

The preparation of graduate teachers for secondary schools was the original *raison d'être* for the establishment of the London Day Training College at the beginning of this century and it has been a major part of the Institute's continuing work through all the expansion of advanced studies and research, and the extension of our international role. The Postgraduate Certificate in Education (PGCE) continues to have a high priority. We have responded to national needs by gradually expanding the primary course (begun in 1978) despite the cost of staffing and retraining involved. In 1985 the separate Art Teacher's and Music Teacher's Certificates were merged into the PGCE. In 1985-86 the PGCE course was followed by 453 graduates training for secondary teaching and 68 training for primary teaching. Our PGCE course is the largest in the United Kingdom and the largest single full-time course in the Institute. Given the flexibility of a one-year teacher education course it is favoured by the Department of Education and Science in its quest to match the supply of teachers to demand and make rapid adjustments to intake, so that the future of the PGCE seems to be assured. It is not expected that the numbers of graduates trained for secondary schools will change up to 1990, though increases may be expected after that date. The increase in the birthrate is at present being felt in the primary schools and the Institute has agreed to increase its intake for the primary PGCE from 60 to 100 in order to cater for the increasing demand for primary teachers.

The balance of the PGCE course has been continually under review and in 1985-86 we introduced a new course in line with current DES and CATE (Council for the Accreditation of Teacher Education) requirements. The course has been lengthened from the present session to thirty-six weeks, longer than most university courses, and a staff development policy has been formulated to meet the requirement that 'staff involved in pedagogy should have enjoyed recent success as teachers of the age range to which their courses are directed, and should maintain regular and frequent experience of classroom teaching'. These requirements have meant considerable organizational and financial problems for the Institute, only partially alleviated by an increased grant provision. Tight finances have inhibited the recruitment of new full-time staff and we have had to rely on a substantial number of part-time appointments to cope with the demands of the course. This is not an entirely satisfactory situation since it cuts across the policy of integration referred to earlier. Not all the staff concerned will necessarily be teaching at a higher level or undertaking research.

The present PGCE course consists primarily of four components, the curriculum subject (or curriculum of the primary school), an education component, a further professional option (which may consist of an additional teaching subject, or further exploration of a special interest area) and, finally, teaching practice. It sets out to give students only as much theory as is 'relevant to the beginning teacher'; the need for it will arise spontaneously from the issues and problems encountered in school experience. Students are encouraged to consider not only what *is* but also what *ought to be*, to keep a record of their reflections on work in the education component and to see this as a continuing development. Interesting pieces of work have already emerged as a result of this encouragement and we hope to publish a selection of them in the *Bedford Way Papers* series. The emphasis is that the PGCE experience is the beginning of a professional and personal development that can and should be built on during continuing in-service work. The course depends crucially on the development of a close partnership with a network of schools; each 'partnership school' will be encouraged to designate a member of its staff as a link tutor with overall responsibility for initial training in collaboration with the Institute tutors.

A quotation from the notes on teaching practice for the primary course will help to show something of the nature of the approach, and its ideals of professional commitment and growth:

> The Institute is fully aware that heads of schools, members of school staffs and its own tutors may well hold divergent views on training needs and methods. Far from suggesting that uniformity is desirable, it holds firmly that a variety of outlook among those guiding students is of the utmost value in stimulating them to form their own approach.

To meet CATE requirements, the Institute invited Her Majesty's Inspectors to visit the Institute to review the PGCE. The visit took place in the week beginning 7 November 1986, and we await the formal HMI report.

The new PGCE is developing well in spite of severe resource limitations. To limit the Institute's current deficit even these inadequate resources are likely to be cut. Almost intolerable pressures and a heavier timetable will result for the full-time staff. One may wonder whether the association of teaching and research, the hallmark of a university teacher in education as elsewhere, will not suffer unduly. The likely consequence is that individual teachers will live on their accumulated research 'capital' in an excessive concentration on teaching. But then what?

In-service education for teachers (INSET)

More than 80 per cent of the 2800 or so students at the Institute are registered for courses which could be described as continuing professional education. These consist of taught Master's degree courses (by far the largest area of recruitment), a range of specialized diplomas, the Diploma in Education and the BEd degree course for serving teachers. In addition some 3000 other students enrol at the Institute for short courses which could be described as post-experience vocational education (PEVE).

Award bearing courses

During the last two decades the Institute has developed a substantial programme of specialized Master's and Diploma courses, building on the expertise of a large staff who are also involved in PGCE tutoring and in research. Such courses have attracted fee support for full-time home students principally through local authority secondments and Research Council studentships (though the latter are now restricted to research studentships). Overseas students receive help from their governments and from various funding agencies. Many home students attend part-time, often with local education authority help. As sources of help decline, an increasing number of students have been wholly self-financing. Most of the students are practising teachers seeking continuing professional education; some are serving in other professional capacities or are seeking a specific research training.

The sixteen diploma courses provide further training in specialized areas while the general Diploma in Education gives an opportunity for the study of the theory and practice of education to an advanced level. In 1985-86, the FTEs for diploma courses were full-time (home) 201; overseas 60; part-time 91. The number of full-time home diploma students, after declining in 1981-82 and 1982-83 are now buoyant (whether they will remain so in the light of changes in INSET funding arrangements remains to be seen). There has, however, been a major change in recruitment within the overall numbers. The number of full and part-time students registering for the Diploma in Education has fallen markedly from 207 in 1981-82 to 120 in 1985-86. One reason for this is that the Diploma is no longer a prerequisite for non-graduates who wish to go on to a Master's degree course. Such students can now take qualifying examinations or a specialized diploma. The number of students registering for the specialized diplomas has risen from 187 in 1981-82 to 304 in 1985-86. In addition to an increased number of students registering for these diplomas in order to qualify for higher degree courses the rise has also been due to their attractiveness as further professional education with a strong emphasis on the analysis and development of practice. The Diploma course in Education for Children with Special Needs (43 in 1981-82, 67 in 1985-86) has seen a considerable expansion.

The number of students registering part-time for diploma courses has fallen sharply over the last five years, from an FTE of 173 in 1981-82 to 91 in 1985-86. This is partly due to a decline in demand for the Diploma in Education and partly due to an Institute policy of transferring resources to the teaching of full-time students, since this was an important criterion in the determination of grant. Following the announcement of a UGC policy which allows a better equivalence between full and part- time ratings and in the light of the 1987 INSET funding arrangements, this policy is under careful review by the Institute.

In 1985-86 the enrolment for Master's degrees at the Institute was 160 full-time home, 61 overseas and 242 part-time students. The trend in the last five years has been an increase in the FTE for full-time home students (from 123 in 1981-82), a broadly similar FTE for overseas students (after the initial fall in 1982-83), and a slight fall in part-time students from a peak in 1981-82 when the FTE was 271. This period has seen a fall in numbers registering for some established Master's degrees and an increase in those registering for the more interdisciplinary Master's degree in Curriculum Studies and for those in national priority areas, for instance in the Education of Children with Special Needs and in Economics Education.

Our policy is to continue to provide such courses since they have an important part to play in both home and overseas provision. They promote specialist skills in particular fields, and give the opportunity for a review of practice and keeping abreast of new knowledge and techniques. Some of the taught Master's courses provide for broader or deeper academic study of different aspects of education or have the specific purpose of providing training for a particular career, for instance as a research worker, an educational planner or as an educational psychologist.

At least in the short term the new Department of Education and Science INSET funding policy is likely to reduce support for Master's courses, which extend over at least one year full-time, or two years part-time. In order to counter a possible shortfall as well as to widen our opportunities for teachers we are planning to restructure our diploma and Master's courses into modular one-term certificated units and to develop a policy of closer integration of long and short-course provision.

Short courses

Our short-course provision consists of one or two term courses in areas of national priority (management training for heads and other senior teachers, training for teachers of mathematics, training for science teachers and training for teachers who have special responsibilities for children with special educational needs) and those one-day or evening courses (one evening a week for six weeks) formerly organized by the University Centre for Teachers. The Centre has now been re-named the INSET office and given the responsibility of co-ordinating INSET information throughout the Institute.

An integrated INSET policy

In 1986 the Institute re-examined its management of INSET provision in view of the need to integrate the provision of award-bearing and short courses, developments in national priority area policy, and the possibility of Institute staff being more closely involved in school and teachers centre-based INSET. In addition to the setting up of the INSET co-ordinating office, the Pro-Director (Academic) has been given overall responsibility for award-bearing and short course INSET. Seminars have been held with chief officers and advisers from local education authorities in the south-east, but although co-operation is evident at the level of course tutors and advisers, the development of co-ordination between authorities and course providers is as yet unclear. Further developments will be outlined in next year's annual report. The maintenance of award- bearing courses, whose value has been proved in the past, whilst developing a wider range of INSET provision is no mean task. It places heavy demands on the time and ingenuity of staff. Meeting the challenge of change in local education authority INSET planning will not be easy, especially within a policy of staffing reduction.

Research and development

The pre-eminence of the Institute in educational research in the United Kingdom is indicated by the statistics for the funding of such research by the research councils, government departments, foundations and other bodies. It has been confirmed by the star evaluation the Institute received in the recent UGC review of universitites. In 1984-85 20 per cent of external funding for educational research in the United Kingdom was awarded to the Institute. The Institute also has a substantial personal research output and a high proportion of the PhDs completed in education. In 1983-4, for example, of the 153 PhDs reported for education in the UK, the Institute produced 31 (20 per cent). In 1984-85, the last year for which national figures are available, 41 PhDs were completed at the Institute, 23 per cent of the UK total.

The overall comparative figures in education for the Institute and the United Kingdom as a whole, together with staff and student numbers, are shown in the following table.

Details of PhD and MPhil completions between 1981 and 1986 are given at *Appendix 3*. Details of research grants awarded for the same period are given at *Appendix 4*.

	1982/83			1983/84		
	Total UK	Institute of Ed.	% Institute of total	Total UK	Institute of Ed.	% Institute of total
Academic Staff	1542	151	10%	1496	147	10%
FTE Students	14512	1953	13%	14806	2063	14%
PhD Completions	153	31	20%	178	41	23%
Expenditure on Funded Research (£000)	5228	1104	21%	5835	1149	20%

Source = UGC Statistics volumes 1 & 3

The FTE for research students in 1985-86 was 60 full-time home, 81 overseas and 227 part-time. These figures have remained approximately the same over the last five years, although there have been changes in the numbers of research students in the different departments. In Mathematics education the number of research students has increased, almost certainly as a result of the establishment and filling of a Chair in that area and the opening up of new areas of research.

The research that we carry out is determined not only by national needs and government priorities, since much of the funding comes from government sources, but it is also greatly influenced by the needs of the European Community (in the study of linguistic minorities, for example, and of child care) and of the Third World. We have a network of research relationships with countries in Latin America, the Middle East, Africa and Asia.

Our distinctive strengths can be illustrated in a number of ways. First of all our academic staff. The Institute has the only Chair of Statistical Methods in Education in the UK; and it is unique in the number of Chairs it has in school curriculum subjects, in Science, Mathematics, English, Music and Geography. Then the numbers of our research staff. We have two research professors and over 80 full-time research officers working on funded projects. Our Library has an unrivalled collection of specialized books and journals. Among our research groupings is the Thomas Coram Research Unit, the largest group of researchers within a school of education in the UK and the only educational research centre designated by the Economic and Social Research Council (ESRC).

Priority areas and funded research

Institute research both responds to national needs and in its development and findings help to form them. On the basis of staff interests experience and standing in the field, the record of funded research and the appraisal of national needs (necessarily geared to government priorities) we have identified six areas as priorities for research:

1. Policy studies and management (Professor Williams, Professor Neave)
2. Language, literacy and communication (Professor Stubbs, Professor Widdowson)
3. Curriculum evaluation and assessment (Professor Goldstein, Professor Lawton)
4. Mathematics and computing (Professor Hoyles, Professor Ogborn)
5. Learning abilities and special needs (Professor Wedell, Professor Tizard)
6. Families, childcare and education (Professor Tizard and the Thomas Coram Research Unit, and Professor Bernstein).

Within these areas are staff well suited to carry out research on new developments, for instance change in the financing and management of INSET provision and the introduction of new assessment and appraisal schemes in schools. The areas are not listed in any order of priority and they are not necessarily coincident with disciplines or departments (although some departments may be more involved in one area rather than another). The six areas are a direct reflection of the range of our specialized professors and departments and of our organizational flexibility.

The organization to support this pattern of priorities is interdepartmental. Professors convene groups of staff working in the areas listed to consider possible research initiatives and their implementation, to identify the issues of research and development which the Institute should bring to public notice, and to act as channels to and from possible funding agencies (including industry and commerce). Each group reports on its activities to the Research Sub-Committee; requests requiring funds and firm initiatives are scrutinized by the Pro-Director for Research. The Pro-Director submits a detailed evaluation of the work of the six research groups once a year to the Academic Policy Committee after discussion with the Research Sub-Committee.

Within the current severe economic restraints the Institute has allocated a research fund of £30,000 a year (to be augmental) which assists research groups in initiating and sustaining projects and provides bridging funds for funded research staff between research contracts.

Individual staff research

Though it is vital that the research which the Institute carries out should have a strong connection to public priorities, it is also of fundamental importance that our research policy responds to the assessments of the Institute's own staff, as academics in the field of education, of where the priorities should lie. As Professor Basil Bernstein, Senior Pro-Director and Pro-Director Research, has written in the documentation for a recent UGC Education Sub-Committee visit:

> In an important sense public research priorities themselves are indicators of the need for fundamental thinking about the *principles* which have generated these priorities, about the modalities of their types of research, about their interpretation, about their consequences. There is a dynamic to research in education, intrinsic to the conflicts, contradictions and dilemmas which inhere in the social practices of education at any one time or in any one place. There are sets of basic problems whose linkage at any one time to public priorities may be seen as tenuous, but whose exploration is crucial to the development of the theory and research procedure on which in the end public priorities rest.

If the Institute does not provide space for such fundamental thinking, who will? Although we must develop procedures to facilitate it, it is not the kind of work usually funded by public, or private, agencies and today we can expect less external funding for it than ever. It is clear that we must use what limited funds we have for the development of those strengths which are unique to the Institute. It will require less the delineation of research areas, more the identification of individuals, especially the relatively young; those upon whom both the development of the intellectual field of education and the reputation of the Institute will in the future depend. We shall use the augmental Research Fund to provide for the completion and development of the research of individual teaching staff. Such funds can provide one resource: time. Given the increasingly unfavourable staff-student ratio and the introduction of the 36-week session for the PGCE research time becomes more and more scarce. Where applicants can meet research criteria grants will be used in negotiation with departments to lighten teaching loads to give space for promising research and to provide additional study leave in units shorter than the customary term. Research strengths and interests will be taken into account in evaluating a department's distribution of responsibilities. It is hoped that the net effect will be to encourage a more flexible interchange between teaching and research.

Two further observations on research. First, there are over eighty staff at the Institute on contract research and a proportion of these have been at the Institute for over five years. We see ourselves as responsible for the staff development of this group, which includes experience of teaching, committee membership and the development of research skills, and providing where appropriate bridging funds between research contracts. Secondly, there should be a firm linkage between the research carried out at the Institute and teaching and dissemination at all levels. Our extensive INSET courses are an important opportunity for feedback and discussion. The Bedford Way Papers and other Institute publications are an important means of dissemination. Research open days are arranged to which local education authority officials, teachers and parents are invited.

Our success in research policy and procedures will depend in large measure on our ability both to provide and to attract adequate funds. Funds are required to develop the potential of our staff, to ensure that research fulfils our responsibility as educationists as well as responding to national needs; funds are needed to attract still more funds. Yet we are severely limited by the present cutbacks from providing such funding. If we do not at least protect the present level of research there is a danger that the quality and quantity of staff research activity will suffer. In the long run this will affect students for taught and research degrees as well as the development of fundamental research, which in turn will affect the quality of applied research.

The Institute Library

Those familiar with the work of the Institute in recent years will be aware that one of our major problems has been the accommodation of the Library. Provision was made for the Library to be housed in one of three wing blocks included in the original design of Sir Denys Lasdun's Bedford Way building. Cuts in the capital expenditure programme of the early 1970s, however, resulted in an indefinite postponement of that part of the project, and only one of the wing blocks (not that scheduled for the Library) has been built.

So the Institute Library — the leading education library in the United Kingdom and widely regarded as one of the major education libraries in the world — continues to be housed in an expensively rented building which provides less than half the space to which a library of its size should be entitled under the UGC norms for university libraries. Under these conditions it has been more and more difficult to maintain the Library's holdings at the level expected of a centre of excellence, and services to readers — in addition to Institute staff and the students the Library has a wide range of visitors, many of them from overseas — have inevitably had to be restricted. This has particularly affected services to part-time students. The situation has worsened as a result of staffing cuts. The irony is that the Library could be run much more economically if it were housed in the main building, in accordance with the original plans for the Bedford Way site, rather than stranded to the west of Gower Street, ten minutes away from the hub of the Institute's activities.

We have been pressing the University Grants Committee through the University Court for the wing block designed for the purpose of accommodating the Library to be built. This would complete the main part of the original Lasdun design for the Institute building. We were very grateful that the project was given a priority reference in the federal University's response to UGC circular 12/85, and that it was again referred to when the UGC's main committee visited the Senate House in June 1986.

We have the situation, then, that the Institute has continued for some twelve years to draw attention to its manifest difficulties, that its case has been heard very sympathetically by both the University and the UGC, but that nothing can be done because of the continued lack of resources. In his annual report for 1980-81, Professor Taylor dealt with the matter of why we have not done more ourselves to raise funds for the library. 'Why', he wrote,

> could we not emulate other institutions which have successfully raised a good part of the money for similar projects? We have thought long and hard about this. We have had to conclude that, though there is no doubt of the esteem and affection in which the Institute is held throughout the educational world — I have myself experienced it in the many countries I have visited — only a small part of the necessary funds could be raised through an appeal. Professional educators would have a long way to go to achieve top-income status and, though there are great reserves of good will we can tap, private financial resources for a project of this kind are extremely limited.

Our experience of attempts at fund raising since this was written have borne out the truth of Professor Taylor's words. However much we continue, as we shall, to explore ways of raising part of the funds for this urgently needed accommodation ourselves, we must in the end, as he wrote in 1981, 'look to the public purse as the main plank of our support'.

International role of the Institute

The international role of the Institute is both unrivalled and widely recognized. It dates back at least as far as 1927 when the Department of Colonial Education was established to provide teachers and educational administrators for African and other colonial territories. There are few countries in the developing world which have not had a government minister, a senior official or a senior academic who has been a past student of the Institute.

This international role has been fulfilled mainly by the Department of Education in Developing Countries, the Department of Comparative Education, the Department of English for Speakers of Other Languages, the Centre for Staff Development in Higher Education and the International Extension College (which is associated with the Institute). Since 1985, as part of a process of re-organization, the Department of Education in Developing Countries has been merged with the Department of Comparative Education to form the new Department of International Education which is expected to have an even greater impact on our overseas work.

The numbers of overseas students for this quinquennial period are shown in *Appendix 5* (with a breakdown of their countries of origin). It will be seen that overseas students enrol across the whole range of our courses, but the particular area of growth has been the special and short courses. These are specifically designed to meet the needs of senior personnel from developing countries. Areas covered in such courses include educational planning and administration, school management, school inspection, and curriculum development. Another pleasing feature of the five years we are reviewing has been the steady, though still small, growth in the number of students from the European Community.

The Institute is recognized by the Overseas Development Administration of the Foreign Office and by the British Council as a specialist centre for education in developing countries; it is frequently consulted by both of them, and the Institute had a leading role in the organization of the ODA conference on 'Educational Priorities and Aid Responses in Sub-Saharan Africa' held in 1984 (the report of the conference was subsequently published by HMSO).

We also have close relations with the World Bank, the Commonwealth Secretariat, the International Institute of Educational Planning and other international agencies. We have formal links with universities in Kenya, Bangladesh, Egypt and Jordan and with the educational systems of Bhutan, India, Indonesia and elsewhere; relationships with China are developing.

The Institute has had a major part in the studies which have been made in recent years of overseas students and their contribution to British higher education. Professor Peter Williams, then head of the Department of Education in Developing Countries, edited for the Overseas Students Trust *The Overseas Student Question*, a survey of overseas students in Britain published in 1981, and the subsequent *Overseas Students: studies for a policy*, which appeared in 1983. In 1985 the Department of Education and Science commissioned the Institute's Department of Economic, Administrative and Policy Studies in Education (DEAPSIE) to carry out a review of the number and type of overseas students in Britain in 1985-86 compared to 1980 (when full cost fees were introduced), their methods of financing, the educational and social experiences they have in Britain and their value to British educational institutions. This study, directed by Professor Gareth Williams and Maureen Woodhall, has now been completed and a new study, financed by the Overseas Development Administration, is reviewing more broadly the economic and diplomatic advantage to Britain when students educated in this country return home.

Publications

Institute publications have expanded in range and quantity over this five-year period. We now publish three series: the *Studies in Education* a monograph series produced in association with Heinemann Education Books; the *Bedford Way Papers* (shorter occasional papers); and the texts of *Inaugural and Special Lectures* delivered at the Institute. The *Bedford Way Papers* is possibly a unique venture in educational publishing, so it is worth taking a little space to describe it here. It began in 1981 when short collections of papers began to be offered to the Institute Publications Committee that did not slot easily into existing publishing niches. They were not substantial enough for full-scale monographs or to appear in research journals, yet were more durable than weekly journalism; they were often valuable contributions to the debates that a lively and contentious subject such as education so easily spawns, and contributions which the Institute was especially well placed to make. Here was a gap to be filled, the Committee felt, and its judgement has at least been vindicated by the quantity of work submitted for publication, sometimes commissioned but more often than not with no prompting on the Committee's part. In the five years since BWP1 appeared (discussion papers on the bestselling study *Fifteen Thousand Hours: secondary schools and their effects on children)* twenty-seven Bedford Way Papers have been published (the latest to be published in 1986 was BWP 27,*The Infant School: past, present and future)*. A complete list of the *Bedford Way Papers* is given at *Appendix 6*.

The scope of the series has grown beyond what was originally envisaged but it has remained true to the original conception of making a quicker mark than would normally be possible through book publishing, of sharing with a wider public, especially teachers and schools, the thinking, discussion and discoveries taking place at the Institute. The range includes papers derived from workshops and conferences on topics of current importance (BWP 1, BWP 5); discussion of aspects of government policy initiatives (BWP 4, BWP 20, BWP 22); a joint statement or manifesto by members of an Institute department on how they see the state of their subject (BWP 3, BWP 13, BWP 14); an opportunity for the quick dissemination of the findings of research projects (BWP 12, and the two girls and mathematics papers, BWP 8 and BWP 24); and especially pleasing, an opportunity for research students to write about their work in progress (BWP 17 is an example here).

Four new *Bedford Way Papers* are currently in preparation, including discussions of the implications of the GCSE examination and of the Swann Report. The series is firmly located at the Institute by the stipulation that authors and editors should be staff, students or former students; outside contributions are welcome, indeed sometimes essential, to edited collections provided the editor belongs to the Institute. The papers are marketed by a distribution company. Despite an initial expectation that the contributions would date quickly, several have come to be regarded as seminal. The *Bedford Way Papers* have made the Institute's work more visible to local educational authorities, schools, teachers and the general public. Several of the books are being used as a basis for in-service work with teachers.

The Institute Publications Committee is also responsible for collecting information on the publications of members of staff. The record of staff publications between 1981 and 1986 is at *Appendix 7.*

Other developments

Computing

The last five years have seen the widespread introduction of the microcomputer into primary and secondary schools and we can expect more hardware and software provision in the future. The microcomputer has arrived, but there is uncertainty about how best to use it for educational purposes. Present thinking inclines to give less attention to study of 'the computer' in itself and more to application of the new technology across the whole school curriculum. This will make considerable demands on teachers and on those who train them. It is essential that there should be adequate consideration of the use of the computer during initial training and that there should be in-service provision available to teachers.

The Institute appointed a lecturer in educational computing in 1982 and made a second appointment in September 1986. In 1983 it set up an Educational Computing and Advisory Service Unit (ECASU) with the aim of developing the use and understanding of the microcomputer throughout the Institute. Short courses are provided for staff and students, contributions are made to other courses, and advice is given to individuals and departments; there is an opportunity for practice in our two microcomputer laboratories and we have a software library.

Educational computing is obviously a growth area. All PGCE students now have some 'hands on' experience of the microcomputer. We want to see further developments here, and also at diploma and Master's degree levels. We are eager to undertake more research in educational computing and in the use of the computer to achieve specific learning objectives.

National teacher training for economic awareness

With the decline of government funding for universities we are seeking, like our colleagues in other parts of the University, to attract more financial support from the private sector. As has been indicated in the section on the Institute Library, this is less easy in education than in other fields. We were therefore particularly pleased to be able to set up at the Institute a development project for the introduction of economic awareness programmes into schools and colleges where most of the funding (£0.3 million) comes from the private sector. British Petroleum, the Banking Information Service, Unilever and the Department of Trade and Industry have all contributed. Research, development and professional training work is shared with the University of Manchester.

Education management

Since 1982 the Institute has developed new and experimental courses in school organization and management in response to government policy to develop management training courses for schools. There have been concurrent developments in teaching at both diploma and MA level in school management, and in research into school organization and management. Local education authorities, mainly though not exclusively in the south-east of England, have turned to the Institute for help in developing the management training capacity of their schools service. For this work we have attracted staff experienced in management training from industry and business to work with Institute staff on a part-time and consultancy basis. The University Court has provided a grant to develop and co-ordinate research in education management and to establish new courses for education officers, advisers and heads and senior teachers. A new Educational Management Unit was set up in December 1985.

Departments

We have now almost completed the task of grouping our smaller departments into larger academic units. In this we were greatly helped by a working party which in 1982 did much useful work on the principles for such amalgamations. Several of the smaller 'departments' were concerned with the PGCE work only and were remote from higher degree work and research. Larger units mean that the whole range of the Institute's work is represented within the Department and can therefore cross-fertilize more easily. Larger departments find it easier to attract research funds and to support staff in research and provide for study leave. They are better for students, particularly research students who benefit from easy access to a wide range of academics and other students. They provide a better base for the interdisciplinary initiatives which are so important in education studies and research. Lastly, there are economies of scale that result from such mergers, though the working party emphasised that its purpose in recommending them was primarily academic. As a result of this work we now have fifteen academic departments. The latest grouping, of Comparative Education and Education in Developing Countries to form the Department of International and Comparative Education, took place in 1985.

Centres

In recognition of the importance of equal opportunities, the Institute has established Centres for Multicultural Education and for Research and Education on Gender. Centres are set up to co- ordinate and develop our work in a particular field; the generation of research is a priority and staff of the centre, who usually also have a teaching post in an academic department, contribute to courses across the Institute. The Centre for Multicultural

Education has a group of teacher fellows, appointed on secondment from local education authorities, whose task is to generate curriculum ideas and materials which can be of use to teachers. Another important initiative has been the setting up of the Post-Sixteen Education Centre in 1984 with the role of promoting research and development in the field of vocational education and training.

The Centre for Staff Development in Higher Education was established five years ago on a self-financing basis to replace the University Teaching Methods Unit. The Centre is engaged on a number of research projects and on consultancies, including a major one in Papua New Guinea funded by the EEC. It has developed a wide range of teaching materials for use in staff development. The objectives and structure of the Centre are at present being considered by a review committee.

Continuing education

In 1985-86 a working group of the Institute, Birkbeck College and the Department of Extra-Mural Studies has been set up to consider academic collaboration in the field of continuing education within the Bloomsbury precinct of the University and in particular the future location of Extra-Mural Studies. The University has also set up a wider review of its policy on continuing education.

The Jarratt Report

In common with the rest of the University system, we have been looking carefully over the past year at our procedures and decision-making structure in the light of the Jarratt recommendations on the efficiency of universities. Following an enquiry chaired by Sir John Ellis, Chairman of the Committee of Management, we have responded to the University Court in the format requested by the University Grants Committee. We have been able to point out, inter alia, that we had already set up perhaps the most important element in the decision-making process stressed by Jarratt, a joint planning committee comprising lay members and Institute staff. We have paid particular attention to the question of performance indicators and we have provided comments on this subject.

Staff

During this five-year period we have seen valued colleagues retire, and sometimes take early retirement, and we have been able to make some senior appointments in spite of the severity of the economic conditions. We have had to freeze many vacancies, of course, or fill them with short-term appointments but, in common with many other institutions, we have felt strongly that to maintain academic strength across the main areas of our work and avoid arbitrary distortion there were a small number of essential posts that would have to be filled with permanent appointments.

Since 1981, twenty-five members of academic staff have taken early retirement or voluntary redundancy under the premature retirement compensation scheme; twelve academic-related staff have done so. In 1981 there were 166.5 academic staff, 144.5 of whom held permanent appointments. In 1986 the numbers are 155 (FTE) staff, 124.5 of whom hold permanent appointments; there are 42 temporary members of staff, some of whom are part-time (30.5 FTE). In some courses there is now a considerable reliance on part-time staff and bought-in help (to lead seminars, etc.). There has been some success in redeploying and retraining academic staff, particularly in relation to the PGCE primary course, where the numbers have expanded. Our ratio of senior staff (professors, readers and senior lecturers) to lecturers is slightly below 40 per cent.

A complete record of staff appointments, retirements and resignations is given in *Appendix 8*. We have space here to give special mention to only a few of these.

In the 1981-82 session, we welcomed the award of the title Professor to Barbara Tizard, Director of the Thomas Coram Research Unit, and the title of Reader to Hugh Hawes of the Department of Education in Developing Countries. Among those who retired that year was Richard Peters, Professor of Philosophy of Education, whose work has had such a profound influence on education throughout the English-speaking world. Roy MacLeod, Professor of Science Education, resigned to take up of the Chair of Modern History at Sydney University.

In 1982-83 Peter Gordon, whose special fields are the history of education and the teaching of the humanities, was awarded the title of Professor. As was mentioned earlier, William Taylor resigned as Director to become Principal of the University. Tessa Blackstone, Professor Educational Administration, resigned to become Deputy Education Officer (Resources) of the Inner London Education Authority. Now Baroness Blackstone she is to become Master of Birkbeck College.

In 1983-84 we welcomed the appointment of Jon Ogborn as Professor of Science Education, and Peter Mitchell, head of a London Comprehensive school, as visiting Professor of Education. He subsequently became Senior Tutor for the PGCE and has now joined the inspectorate of the Leicestershire Education Authority. Margaret Spencer of the English and Media Studies Department was awarded the title of Reader. Peter Williams, Professor of Education in Developing Countries, resigned to become Director of the Education Programme of the Commonwealth Secretariat. Christopher Brumfit, Reader in the Department of English for Speakers of Other Languages, resigned to become Professor of Education in the University of Southampton. Chris Kiernan, Deputy Director of the Thomas Coram Unit, resigned to become Professor and Director of the Hester Adrian Research

Centre in the University of Manchester. Harold Rosen, Professor of English in Education, retired from outstanding work in leadership of the English and Media Studies Department; we are very glad that he is still involved in research here.

In 1984-85 we welcomed the appointments of Celia Hoyles as our first Professor of Mathematics Education, of Gareth Williams as Professor of Educational Administration, and of Ann Oakley as Deputy Director of the Thomas Coram Research Unit. Malcolm Skilbeck, Professor of Curriculum Studies, resigned to become Vice-Chancellor of Deakin University, Australia. Terry Davis, Dean of Professional Studies, retired and was appointed acting Vice-Chancellor of the University of Botswana. Brian Holmes, Professor of Comparative Education, retired with a record of outstanding and seminal work in that department since his first appointment in 1953.

In the 1985-86 session we welcomed the appointment of Guy Neave as Professor of Comparative Education and Michael Stubbs as Professor with special reference to the Teaching of English in Education. Dr Margherita Rendel was awarded the title of Reader in Education (Human Rights). Dr Norman Beswick retired from the post of Librarian.

Sir Brian Windeyer retired from the Institute Committee of Management in 1986. He had been Chairman of the Committee (and also of the Institute Council) for some eleven years. He had followed Lord Fulton as Chairman in 1973 and was suceeded by the present Chairman, Sir John Ellis.

Sir Brian was our Chairman during a very important period as the Institute experienced the many changes of the 1970s and early 1980s, and as it prepared for chartered status and admission as a School of the University. His vast experience of the University of London, culminating in his period of office as Vice-Chancellor from 1969-1972, was of enormous benefit to the Institute. Sir Brian was unsparing of his time and most helpful with advice; he established a warm working relationship with William Taylor, who was Director for almost the whole period of his chairmanship. The Institute is greatly in Sir Brian's debt.

Obituary

We record with deep regret the deaths of the following members of staff and former members of staff during the period 1981-86:

Mr B O'Neill, Library Attendant, who died in October 1981.

Dr A-L al Tibawi, formerly Lecturer in Islamic Eduation at the Institute and a noted Muslim scholar, who died in November 1981.

Mrs Maisie Dalziel, Common Room Assistant, who died in November 1981.

Mr R.J. Forsythe, Attendant, who died in November 1981.

Mrs Winnifred Gill, former head of the examinations department of the Area Training Organization (ATO), retiring in 1966; who died in March 1982.

Mr B.N. Parker, first appointed to the Institute in 1934 and became the Head of Modern Languages, retiring in 1960; who died in June 1982.

Mr G. Drewett, for many years in charge of the Institute swithboard until he retired in 1976, who died in July 1982.

Mr W. Knox, Library Attendant, who died in October 1982.

Mr J. Lumsden, from 1965 to 1970 Senior Lecturer in the Education of Physically Handicapped Children at the Institute, who died in August 1983.

Mr D Garic, Attendant, who died in February 1984.

Miss Dora Freeman, from 1948 to 1962 in charge of the General Office at the Institute, who died in May 1984.

Mr D.J.Johnston, former Adviser to Teachers and head of the Teachers' Centre, who died in May 1984

Mr A.V.P. (Valentine) Elliott, a student of the Colonial Department who went on to teach in the Sudan before returning to the Institute as a member of staff after the war at the request of Professor P. Gurrey, first head of the English for Speakers of other Languages Department; he retired in 1974 and died in September 1984.

Mr F.C. Brown, former Senior Lecturer in Physical Science, who died in September 1984.

Mr W.A. Gibby, Senior Lecturer in Curriculum Studies who had served at the Institute since 1966, first with Professor Doris Lee in the then developing area of curriculum studies; he died in October 1984.

Mr P. Canham who had combined an appointment in the Department of Education in Developing Countries with overseas service appointments in Nigeria until his retirement in 1978; he died in October 1984.

Mrs Doris Doran, who had served from 1947 to 1976 in the Finance Department; she died in March 1985.

Miss Brigid Fitzgerald, a former member of the ATO Secretariat, who died in September 1985.

Professor M.V.C. Jeffreys, who was a Lecturer in Religious Instruction at the Institute from 1932 to 1939. He left to become Professor of Education in the University of Durham and was later Professor at Birmingham. He died in September 1984.

Professor N. Scarfe, who had succeeded James Fairgrieve as head of the Institute's Geography Department in 1935 and left to become Professor of Education in the University of Manitoba in 1951. He went on to become Dean of the Faculty of Education in the University of British Columbia. He died in October 1985.

Professor L. A. Reid, who was the first Professor of Philosophy of Education at the Institute from 1947 until his retirement in 1962. He died in January 1986.

S. Marino, retired Attendant, who died in March 1986.

Dr J. Henderson, Senior Lecturer in the Teaching of History and International Affairs until 1977, who died in May 1986.

Some of those who have played a key role in the past in the Institute's governing bodies died during this five-year period.

General Sir Ronald Forbes Adam died in January 1983 at the age of 97. He was a devoted Chairman of the Institute's Council and Committee of Management from 1948 to 1967, a crucial period for the Institute's post-war development. Both Dr Jeffery and Professor Elvin testified to the helpful support he gave to their work as Director. To come to the governing body of the Institute was a natural extension of Sir Ronald's outstanding work in the forces during the war. After having been a field officer and come through Dunkirk he was appointed Adjutant General for the forces, where he was largely responsible for methods of officer selection which were so much an improvement on the First World War. He had fostered education in the Army and especially ABCA (the Army Bureau of Current Affairs), which had such an important influence. In addition to his work for the Institute, he also served the British Council and UNESCO.

Sir Ronald was succeeded as Chairman of the Council and Management in 1967 by Lord Fulton, who had then just retired as Vice-Chancellor of the University of Sussex and was a man of wide experience in education and public life. He brought great skill and energy to his work as Chairman which was especially useful in the period around 1970 of national enquiries into teacher training which culminated in the 1972 White Paper. Lord Fulton died on 14 March 1986 at the age of 83. .

Lord Robbins, who died on 15 May 1984, had many ties with the Institute of long standing. For a time after the war he was a member of the Institute of Education Delegacy, then the governing body. Later, one of the recommendations of the 1963 Committee on Higher Education, of which he was Chairman (and Lionel Elvin, then Director of the Institute, an influential member), was that teacher training colleges should become constituent parts of universities, under the aegis of schools of education. This amounted to an extension of the role already being exercised by Institutes of Education, and was regarded by Robbins himself at the time as the most far-reaching of any of the proposals of his Committee. He always regretted that the government of the day turned down this proposal.

Sir James Pitman, who died in September 1984 at the age of 84 also had ties of long-standing with the Institute. He was Vice- Chairman of the Committee of Management and for many years Chairman of the Finance and Buildings Sub Committee and of the Publications Committee. He brought to this work a much valued expertise in commercial management and, as in everything he undertook, was hardworking and conscientious. The great interest of the last period of his life was advocacy of reform in the method of teaching young children to read, specifically through the Initial Teaching Alphabet. He spent large sums of his own money to finance research on the Alphabet much of it carried out at the Institute.

We have mentioned above that Louis Arnaud Reid died in January 1986, just short of his 91st birthday. As our first Professor of the Philosophy of Education he did much to increase regard for his subject, and has been an important influence in the Institute's academic development. A whole generation of students, including such leading figures as Paul Hirst and Malcolm Skilbeck, have testified to his authority as a teacher and scholar. On retirement from his Chair he began a second career of teaching and writing, and he participated in conferences and seminar discussions (mainly in the Institute's Department of Art and Design) well into his ninetieth year with undimmed freshness and spirit. His last book, *Ways of Understanding and Education*, was published (by the Institute) only in 1986 and it gave him great pleasure to receive an advance copy a few days before his death.

Financial position

Throughout this report we have indicated the difficulties of our financial position. Since the early 1980s in response to the steady decline in government funding we have made substantial savings, but in our response to the 'Planning for the Late 1980s' exercise we showed that, on the basis of the UGC's hypothesis of continuing reductions in grant, there could be an annual recurrent deficit in revenue of the order of £250,000 by 1989-90, even after further substantial savings.

Whilst the bulk of our expenditure relates to activities which involve long-term commitments, the uncertainty in funding has meant that where vacant posts have been filled this has mostly been on a temporary basis, so that, in recent years, an increasing part of our revenue resources has been devoted to 'avoidable' expenditure (that which could be reduced or re-allocated to other activities *in the next year*, if the need arose). These measures have been taken to provide greater room for manoeuvre in the event of future savings being required.

In response to the worsening position we have introduced a budgeting system which enables us to review our future income and expenditure forecasts over a five-year period. This will provide a clear indication of the extent to which our 'avoidable' expenditure could offset future deficits.

In 1985-86, the deficit on revenue account was £250,000. For 1986-87 the increase in our Court recurrent grant compares favourably with other non-medical schools in the University of London, but it still represents, in real terms a reduction of about 1 per cent, and our first estimates show a deficit of £400,000. However, the improved grants announced for the academic year 1987-88 and for the following two years will, it is hoped, provide opportunities for more positive planning.

Conclusion

This report has tried to indicate how the Institute is responding to the challenges — in initial teacher training, in INSET provision, in academic studies and in research — which face it at a time in which, in common with the rest of the university sector and the whole of the teacher education system, it is having to contend with an unprecedented reduction in resources. The challenges are being met with vigour and new initiatives are being developed as resources permit, but we foresee that our work will have to be severely curtailed unless there is a substantial improvement in funding.

All our efforts to meet the challenges and manage our declining resources efficiently are designed to protect the range of our professional and academic studies and research.

With the steady growth of central government control in education and the prospect of a national curriculum, the critical work of the Institute, and other centres where educational discourse can be conducted way from the clash of political armies, becomes even more relevant and necessary. We shall continue to do all we can to promote clarity of purpose in education and to protect the opportunity of a broad curriculum for all pupils. We shall continue to help teachers to raise their sights and standards, to think of themselves as — to adopt the phrase of Donald Schön — 'reflective practitioners'.

We shall pursue these tasks strengthened by the ratification of our status as a School of the University of London.* In spite of the difficulties which this Report has described, the Institute is confident that its future in national and international education will be every bit a cause for pride as is its past.

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* At its meeting on 10 June 1987, the Privy Council approved the granting of a Royal Charter to the Institute of Education. As from the date of the formal sealing of the Charter, the University of London has approved the admission of the Institute of Education as a School.

Appendix 1
ANALYSIS OF STUDENT NUMBERS, 1981-86

	1981-82			1982-83			1983-84			1984-85			1985-86		
	Full-Time	*Part-Time*	*Total*	*Full-Time*	*Part-Time*	*Total*	*Full-Time*	*Part-Time*	*Total*	*Full-Time*	*Part-Time*	*Total*	*Full-Time*	*Part-Time*	*Total*
Initial Courses of Training															
Postgraduate Certificate in Education	520	—	520	465	—	465	468	—	468	490	—	490	534	—	534
Art Teacher's Certificate	22	—	22	19	—	19	17	—	17	12	—	12	—	—	—
Music Teacher's Certificate	46	—	46	36	—	36	25	—	25	26	—	26	—	—	—
BEd for Serving Teachers	—	12	12	—	32	32	14	43	57	29	41	70	29	36	65
Diploma Courses															
Diploma in Education	84	223	307	53	192	245	70	179	249	50	140	190	57	111	168
Specialist Diplomas/ Certificates	149	144	293	165	92	257	207	70	277	204	89	293	229	83	312
Higher Degrees															
MA, MSc, MEd	232	556	788	226	571	797	218	582	800	231	548	779	239	493	732
MPhil	69	243	312	72	257	329	96	227	323	104	266	370	103	262	365
PhD	70	149	219	59	146	205	63	129	192	54	111	165	60	99	159
Other															
Associateship	36	—	36	41	1	42	40	3	43	48	3	51	43	2	45
Special and Short Courses	122	18	140	103	28	131	221	19	240	287	98	385	237	101	338
Occasional	—	15	15	—	23	23	—	43	43	—	33	33	—	25	25
TOTALS	1350	1360	**2710**	1239	1342	**2581**	1439	1295	**2734**	1535	1329	**2864**	1531	1212	**2743**

Appendix 2
EXAMINATION RESULTS (PASSES), 1982-86

	1982	*1983*	*1984*	*1985*	*1986*
Postgraduate Certificate in Education	481	431	443	437	483
Art Teacher's Certificate	22	17	16	11	1
Music Teacher's Certificate	41	29	25	23	—
BEd degree for Serving Teachers	—	—	10	25	34
Diploma in Education	167	118	120	119	96
Diploma in Adolescent Development	3	6	—	1	—
Diploma in Art and Design Education	8	3	7	2	1
Diploma in Child Development in Pre-School/Primary Education	25	38	20	18	25
Diploma in the Education of Deaf and Partially Hearing Children	2	6	1	—	—
Diploma in Education with special reference to Children up to the age of Thirteen Years	12	12	1	—	—
Diploma in Educational Administration	19	12	6	—	—
Diploma in Educational Planning	10	14	15	18	12
Diploma in the Educational Rehabilitation of Young People	4	7	6	4	9
Diploma in the Teaching of Educationally Subnormal Children	12	—	—	—	—
Diploma in the Teaching of English to Speakers of Other Languages	24	33	29	25	20
Diploma in the Education of Handicapped Children	17	16	—	—	—
Diploma in Teaching and Course Development in Higher Education	4	2	2	10	11
Diploma in Human Ecology Education	—	1	—	—	—
Diploma in Human Rights and Education	—	—	—	5	4
Diploma in Education with special reference to the Role of Language in Education	15	22	31	24	16

Diploma in Education of Maladjusted Childen	21	—	—	—	—
Diploma in Microcomputers in Education	—	—	—	—	8
Diploma in Museum Studies: Art and Design	—	—	1	—	8
Diploma in Music Education	2	5	1	1	—
Diploma in Pastoral Care, Counselling and Welfare in Education	—	9	16	13	16
Diploma in Education of Physically Handicapped Children	6	—	—	—	—
Diploma in Primary Health Care Education	—	—	1	9	4
Diploma in Primary Science Education	—	—	—	23	11
Diploma in the Psychology and Education of Children with Special Needs	—	42	59	46	67
Diploma in Secondary Education	3	—	—	—	—
Diploma in Teacher-Librarianship	4	—	—	—	—
MA degree	344	340	342	338	359
MSc degree	34	48	39	45	26
MEd degree	8	6	13	9	11
Associateship	24	14	17	18	15
Certificate in Teaching English to Speakers of Other Languages	6	16	26	39	21
Certificates in Museum Studies: Art and Design	—	—	2	2	3
Certificate in Primary Health Care Education	—	—	5	5	5
Certificate for Science Co-ordinators	—	—	—	14	16

Note: PhD and MPhil degree results are given in Appendix 3

Appendix 3
PhD/MPhil AWARDS, 1981-86

PhD AWARDS, 1981-82

Bernard Stanley ABEYSEKERA
PhD awarded 24 March 1982
A post-programme evaluation of an experiment in introducing pre-vocational studies to the junior secondary curriculum in Sri Lanka (1972-77).

Emmanuel Debo BABATUNDE
PhD awarded 12 May 1982
Missionary and Yoruba ideas of education and post-independence government policies.

Geoffrey Harold BAILEY
PhD awarded 14 July 1982
Drawing and drawing activity: a phenomenological investigation.

Leslie BASH
PhD awarded 18 November 1981
A comparative study of political education in England and the United States with special reference to social change in advanced capitalist countries.

Mohammed Yahaya BICHI
PhD awarded 18 August 1982
Investigation of selection problems at the end of the proposed junior secondary schooling in Kano, Nigeria.

James BROPHY
PhD awarded 9 June 1981
An empirical investigation of the construct validity of the field dependence-independence dimension of cognitive style.

Royston Aubrey BRUTON
PhD awarded 14 October 1981
A remote Bidayuh area in Sarurak and schooling: a theoretical exploration of socio-cultural transmissions with reference to change conflict and confrontation.

Lesley Kathleen CALDWELL
PhD awarded 28 April 1982
Changes in ideology and legislation on the family in Italy, 1948-1975.

Colin CONNER
PhD awarded 14 July 1982
An investigation into the relationship between children's cognitive style and their perception of the environment.

Bernard David COTTON
PhD awarded 20 January 1982
Structure and meaning: a semiological analysis of primary reading scheme texts.

Dilys Rees DAVIES
PhD awarded 12 May 1982
The effects of sex typed labelling of tasks on the performance of boys and girls.

John Lewis DAVIES
PhD awarded 24 February 1982
Theories of meaning and education and television.

Mohamed Ahmed Mohamed Ibrahim EL-ADAWY
PhD awarded 12 May 1982
Planning second level teaching demand and supply in Egypt with special reference to the methodology of forecasting.

Robert James GILBERT
PhD awarded 14 July 1982
Images of human nature and society in the social subjects: an analysis of ideas in the secondary school curriculum.

Gerd Dieter Sigurd GRUMBACH
PhD awarded 18 November 1981
Polarization of political education in the Federal Republic of Germany since 1945.

Roger Stuart GURNEY
PhD awarded 12 May 1982
Aspects of discourse in the story reading and reading development of young children.

Jawahir Binte HAJI ALI
PhD awarded 18 November 1981
An empirical study of taxonomic norms of English native speakers and Malaysian learners and their relevance to the teaching of English as a Foreign Language.

Muhammad Anwar HASSAN
PhD awarded 20 January 1982
An analytical study of the objectives of educational television with special reference to adult informal education.

Roger Alan HAWKEY
PhD awarded 24 February 1982
An investigation of interrelationships between personality, cognitive style and language learning strategies with special reference to a group of adult overseas students using English in their specialist studies in the UK.

Dennis HAYES
PhD awarded 14 July 1982
Some problems with our concept of the concept of education.

Yin Ching LEONG
PhD awarded 14 October 1981
The objectives and process of schooling: perceptions of secondary school leavers, teachers, principals and parents of Kuala Langat district, Salangor in Peninsular Malaysia.

Walter Eugene MORROW
PhD awarded 12 May 1982
A critical study of the Bergsonian roots of Piaget's theory of the development of human understanding.

Patrick Anthony MUMA
PhD awarded 15 September 1982
Economics teaching for economic development: the case of Africa.

Michael John NEWBY
PhD awarded 24 February 1982
Religious education and transformation of outlook: a philosophical investigation of the aims of religious education.

James Lepani NG'OMBE
PhD awarded 24 February 1982
An investigation into the communication syllabus for second language (tertiary) students of agriculture at Bunda College, University of Malawi.

Marilyn Thompson NICKSON
PhD awarded 24 February 1982
The social foundations of the mathematics curriculum: a rationale for change.

Arabella Campos OLIVEN
PhD awarded 28 April 1982
The urban middle strata in Brazilian society and the expansion of higher education: a case study of Rio Grande do Sul.

Sophia PAPAFTHYMIOU-LYTRA
PhD awarded 20 January 1982
Communicating and learning strategies in English as a Foreign Language with particular reference to the communicative competence of the Greek learner of English.

Patricia Elizabeth PETRIE
PhD awarded 12 May 1982
Children under two years looked after by child-minders: A study of their experiences including observations of their interactions with their mothers and minders and some comparisons with nursery children of a similar age.

Barry John PRICE
PhD awarded 16 December 1981
Contracting resources in education: a comparative study of the politics of educational planning and policy making in England and Australia.

Maurice Seymour ROTHERA
PhD awarded 9 June 1982
A study of situational and personal aspects of perceived role expectations of secondary school pupils.

Richard Newton SCARTH
PhD awarded 18 November 1982
Aesthetic perception and education, with special reference to music and engineering.

Ivan SLADE
PhD awarded 14 October 1981
Non reform in West German physics teaching, a comparative study.

Dale SPENDER
PhD awarded 16 December 1981
A theoretical model of female and male language with particular reference to educational implications.

David Andrew TURNER
PhD awarded 20 January 1982
A comparative study of theories which inform national systems of science education: with special reference to PSSC and Nuffield Physics.

Patricia Ann WADE
PhD awarded 20 January 1982
An investigation into the educational needs of some gymnastically gifted girls in England and Wales.

Martin Michael ZLOTNIK
PhD awarded 18 August 1982
A philosophical study of the political presuppositions of educational evaluation.

PhD AWARDS 1982-83

Stephen Nicholas SIMPSON
PhD awarded October 1982
Statistical assessment of school effects using educational survey data.

Hing-Keung MA
PhD awarded October 1982
A study of moral development with special reference to psychological needs, human relationships and structures of judgement.

Roderick James ELLIS
PhD awarded 3 November 1982
Discourse process in classroom second language development.

Michael Joseph BARKER
PhD awarded 15 December 1982
Study of a prominent work of gothic architecture and art, specifically an English church, e.g. Dore Abbey, Hereford, with particular reference to creation and modifications of style and imagery in artefacts, relating both to the individual and community; the study thus structured to be used as a model for art projects in art education.

Seta Hagop DURGUERIAN
PhD awarded 15 December 1982
A study of the role and training of family planning nurses.

Jean Audrey MacHEATH
PhD awarded 15 December 1982
A study of the need and provision for health education in the training of professions that work with the elderly with special reference to physical activity and fitness in old age.

Sadiq Abdul Sahib AL-TAMIMI
PhD awarded 19 January 1983
Development of secondary technical education and training in Iraq, 1958-1980.

Sidney JONES
PhD awarded 19 January 1983
Learning and meta-learning with special reference to education for the elderly.

Alick Ray MATAMBO
PhD awarded 19 January 1983
An investigation of learning strategies and level of performance in some secondary schools, teachers' colleges and universities in Zimbabwe.

Kadiatu Abibatu SESAY
PhD awarded 19 January 1983
An analysis of grammatical and lexical N P errors in the written English of university students in Sierra Leone and their relevant pedagogical implications.

Michael Bryan ALT
PhD awarded 9 February 1983
A cognitive approach to understanding the behaviour of museum visitors.

Christine Helen ALLISON
PhD awarded 23 March 1983
The economics of household demand for children's schooling: a study of the Kueneng district of Botswana.

Raymond Vernon DUNNING
PhD awarded 23 March 1983
Language in art education: a theoretical and empirical study of the relations between the visual and the verbal in art and art education.

Grace Mary ELAD
PhD awarded 23 March 1983
Schooling and national integration.

Deidre Frances JORDAN
PhD awarded 23 March 1983
Identity as a problem in the sociology of knowledge: the social construction of aboriginal identity with special reference to the 'world' of education.

Ismail Sheikh SAMATAR
PhD awarded 23 March 1983
Evaluating achievement tests on professional and psychometric criteria.

Carmen Mireya VIRGILIO
PhD awarded 23 March 1983
The use of discourse knowledge in the reading and learning of English as a foreign language (with special reference to English for special purposes).

Christopher John BRUMFIT
PhD awarded 20 April 1983
The basis of a communicative methodology in language teaching.

Ronald James SHARP
PhD awarded 1 June 1983
Verbal regulation and discrimination learning in normal and ESN(s) children.

Roderick Bryan HICKS
PhD awarded 1 June 1983
A study of the classroom language of Tanzanian primary school teachers of English with special reference to their interactive discourse abilities and linguistic errors.

Frank Alan SPOONCER
PhD awarded 13 July 1983
Children's processing of short stories (amendment).

Patricia Claire BAKER
PhD awarded 17 August 1983
Japanese decorative style and impressionism: a study of techniques and method of instruction.

Dorian EDYNBRY
PhD awarded 17 August 1983
Sixth formers and their higher education: some basis of choice.

Alan George Markus Holden TOMKINS
PhD awarded 17 August 1983
Art and culture production with special reference to cartoons and caricature.

Brian Lawrence UNDERWOOD
PhD awarded 17 August 1983
An analysis and interpretation of the changing structure, content, and cognitive demand of selected examinations in geography at sixteen and eighteen-plus, 1882-1980.

Christopher John KNEE
PhD awarded 21 September 1983
The incarnation of reason: geometry as a case for the sociology of mathematics.

Kevin THOMPSON
PhD awarded 21 September 1983
An analysis of group instrumental teaching: principles, procedures and curriculum implications.

PhD AWARDS 1983-84

Walter Eugene BARKER
PhD October 1983
Reading and mathematics intervention programmes with parents of nursery children in disadvantaged areas: a psychological and methodological study.

Nurper SAVAL-ULKVER
PhD October 1983
Early childhood education in Turkish 'gecekandu': a comparative perspective.

Graham Frederick WELCH
PhD October 1983
Improvability of poor pitch singing, experiments in feedback.

Egino Michael CHALE
PhD November 1983
Teaching and training: an evaluation of primary school teachers in Tanzania following preservice training in teachers colleges and through distance teaching.

Hussain Ali Ahmad DHAIF
PhD December 1983
Learning English for science and techology in Bahrain: an alternative approach.

Bushra FAKHOURY
PhD December 1983
Art Education in Lebanon.

Charles Terence PLUMMERIDGE
PhD December 1983
Creativity, educational theory and curriculum development in music education.

Linda Mary THOMAS
PhD December 1983
An investigation of economics understanding among pupils aged 12-16 years.

Peter John WARWICK
PhD December 1983
Visual perception and geographical education. An investigation into possible visual differences between urban and rural children in viewing colour slides, and methods of collecting and analysing visual perception data.

Mario DIAZ
PhD January 1984
A model of pedagogic discourse with special application to the Colombian primary level of education.

Alan Douglas LOWE
PhD January 1984
Gifted education in England: a study of the Schools Council curriculum enrichment project and four curriculum development in-service courses.

Cyril James WEIR
PhD January 1984
The language problems of overseas students in tertiary education in the United Kingdom.

Onwukwe ALAEZI
PhD February 1984
An investigation into the feasibility of work-oriented alternative secondary school in Imo State, Nigeria.

Michael Kevin VILLENEUVE
PhD February 1984
Reading and readibility in English in the junior secondary school in Swaziland.

Anthony Joseph DICKINSON
PhD March 1984
A semiotic-based, experimental investigation into the relationship between images and languages in English language textbooks.

Roger William George GIBSON
PhD March 1984
Reason, rationality and education: the case for logic as a core subject.

Geraldine Ann LANDER
PhD March 1984
Corporatist ideologies and education: the case of the Business Education Council.

Suzanne SALIMBENE
PhD March 1984
Written discourse and the teaching of reading.

William Anthony O'NEILL
PhD April 1984
A study of the provision for art in Irish Education, 1931-1981.

Zakariya Haj Ismael ABU-DABAAT
PhD May 1984
A comparative study of curriculum in the primary school in London, England and Wales.

Peter Randolph BARHAM
PhD May 1984
Educational equality and post-colonial elites: a case study of Sri-Lanka.

Nancy Elaine YILDIZ
PhD May 1984
The effectiveness of a contact approach for communicative language teaching: with specific reference to Japanese high school and university students.

Ana Maria Roseta Morais Delgado DOMINGOS
PhD June 1984
Social class and achievement in science: a study of secondary schools in Portugal.

May Yin KOH
PhD June 1984
The role of prior knowledge in the interpretation of texts.

Snehlata SHAH
PhD June 1984
Colony to metropolis: an analysis of the cultural orientation of Kenyan Asians in England.

Selim HAKIM
PhD July 1984
A critical assessment of teaching materials used in the first two years of English teaching in government schools and in primary teacher training colleges in Iraq for the training of teachers of English (post World War I to 1970).

David Jones HALLIGAN
PhD July 1984
Social context, discourse and learning in small groups: a longitudinal study of a class of pupils in the English lessons of their first year of secondary schooling.

John David WARD
PhD July 1984
Imagination in music: children's constructs.

David James WHITEHEAD
PhD July 1984
A study of the views of Sartre and Merleau Ponty relating to embodiment, and a consideration of the implications of these views to the justification and practice of physical education.

Raymond Charles GODFREY
PhD July 1984
Abilities and justification in education.

PhD AWARDS 1984-85

Sonia ZIRINSKY
PhD October 1984
Qualitative developments and text effects in children's reading comprehension.

Anthony Malcolm Kingsford BURGESS
PhD October 1984
Language in classrooms: a theoretical examination of different research perspectives and an outline of a socio-cultural approach to classroom discourse.

Anthony Lambert GHAYE
PhD October 1984
Discovering geographical mindscapes: a participant observation study of children in the middle years of schooling.

Arthur Benjamin HARDWICK
PhD October 1984
The problem of professionalising teaching in the context of educational expansion and reform: a case study of Austria (1960-82).

Janet Karen HOLST
PhD October 1984
Linguistic models and short story analysis. Approaches to literature in teaching English as a Second Language.

Arthur Leslie JONATHAN
PhD October 1984
An investigation into verbalization as a mediator in the initial stages of perceptual motor skill acquisition.

Mohammad Solih KHATTAB
PhD October 1984
An evaluation of two approaches to teacher education in London.

Elli PAPAPHOTIS-LOIZIDOU
PhD October 1984
Educational initiatives of the Greek community in Britain.

Brahim MAHI
PhD November 1984
Development and application of an empirical technique for differentiating learning processes.

Lesley Jane Menzies WRIGHT
PhD November 1984
Physical education: the concept and its justification.

Indu GROVER
PhD January 1985
Universal primary education and innovation: a study of wastage in an Indian village.

Hilary David PERRATON
PhD January 1985
Costs and effects of mass media for adult basic education.

Winifred Heather CROMBIE
PhD February 1985
A semantic relational approach to the design of language syllabuses for non-native speakers.

Ralph William RIMMER
PhD February 1985
Field-dependence and left/right hemisphere functioning in junior school children.

Rosemary Genevieve DAVIS
PhD April 1985
A longitudinal study of developmental changes in children's problem-solving strategies between three and nine years.

John Maurice LANCASTER
PhD April 1985
An historical study of specialist art teacher education in Bristol.

Helen Alexander COWIE
PhD May 1985
An approach to the evaluation of children's narrative writing.

Judith Linda CITRON
PhD June 1985
Cognitive processes of novice computer programmers.

Carmel Joseph FARRUGIA
PhD June 1985
The status of school teachers in Malta.

Hermenegilde RWANTABAGU
PhD June 1985
A comparative study of language policy in primary education in multi-lingual African countries with special reference to Uganda and Zaire since 1960.

Noel Joseph Clement BARBER
PhD July 1985
The Crescent College comprehensive: a case study of the comprehensive ideal.

Dirk Mitchell KEYZER
PhD August 1985
Learning contracts: the trained nurse and the implementation of the nursing process: comparative case studies in the management of knowledge and change in nursing practices.

Michael Abdul MILLMAN
PhD August 1985
Learning to read two languages.

Maria ROUSSOU-PASHIARDI
PhD August 1985
Greek Cypriot women in contemporary Cyprus with special reference to the 1974 war.

Barry Myles STIERER
PhD August 1985
Teachers evaluating children's reading: an ethnographic study of everyday classroom assessment practices for reading.

Muzzeyen SEVINC
PhD September 1985
Cross cultural study of the effects of bi-culturation and bi-lingualism upon the cognitive development at the concrete operational stage in Turkish children.

Boniface Samuel Runesu CHIVORE
PhD September 1985
Recruitment and training of non-graduate secondary teachers in Zimbabwe: an examination of secondary teacher shortage since independence.

Mohamed Radi Mohamed Ali KANDIL
PhD September 1985
An investigation into the intellectual abilities used by 0- level mathematics examination candidates.

Peter MACKARELL
PhD September 1985
Implications of visual disturbance for art education.

Chrysoula Kyprianou WORRALL
PhD September 1985
The scheme as a structure and process construct in impression formation

PhD AWARDS 1985-86

Leonard Francis GREEN
PhD awarded October 1985
The effects of poor learning skills on the attainments of children in the primary school

Jennifer Anne Davison HALL
PhD awarded October 1985
Social and psychological development of hearing impaired children in different educational settings.

Janet HOLLAND
PhD awarded October 1985
Gender and class: adolescent conceptions of aspects of the division of labour.

Christine MABEY
PhD awarded October 1985
Achievement of black pupils: reading competence as a predictor of exam success among Afro-Caribbean pupils in London.

Helen Mary CONNELL
PhD awarded November 1985
International co-operation in education – a study of the Pacific Circle Consortium.

David Stuart EDWARDS
PhD awarded November 1985
The history and politics of the Youth Opportunities Programme 1978-1983.

Lamine KOULOUGHLI
PhD awarded November 1985
The Algerian Fundamental Polytechnical School: a 'problem approach' to the Algerian trial to reconcile the social and economic demands on the educational system.

Ahmed MEZIANI
PhD awarded November 1985
The use of Tense in the interlanguage of Moroccan learners of English: a pedagogic analysis.

Tuula Orvokki GORDON
PhD awarded December 1985
Progressivism and the changing educational climate – a case study of a community college in Leicestershire.

Masako KAMIJO
PhD awarded December 1985
Comparative study on internationalisation of education in Japan.

Awa NWOKE
PhD awarded December 1985
An analysis of the perceived effectiveness of secondary school teacher preparation programmes for ESL in Nigeria by teachers and teacher trainees, related to proposals for improvement of the programme.

Abdel Moneim Mohamed OSMAN
PhD awarded December 1985
Education and the development of rural communities: a comparative analysis with case studies in three villages in the Sudan.

Maria Emilia Raquel STEUERMAN
PhD awarded December 1985
Habermas's universal pragmatics: an overview.

Joseph THAIKOODAN
PhD awarded December 1985
Education and rural development in India since independence in 1947, with special reference to Kerala.

Robin CAMPBELL
PhD awarded January 1986
Oral reading and teacher instruction: the development of oral reading in two young beginning readers and the effects of instruction upon that reading.

John Graham LIDSTONE
PhD awarded January 1986
A study of the use of textbooks by selected teachers in English secondary schools.

Peter Tze-Ming NG
PhD awarded January 1986
An enquiry into the concept of religious development, with special reference to its implication for religious education in the United Kingdom.

Seema AGARWAL
PhD awarded February 1986
Rual women's organization training and work in the context of poverty and catastrophe: a case study of Dhakuly village in Bangladesh.

Anthony Nicholas BARNES
PhD awarded February 1986
School and society in a centre-periphery context: the Italian Mezzogiorno with particular reference to Sicily in the early 1970s.

Bayoumi Mohamed DAHAWY
PhD awarded February 1986
Systems of training teachers of basic education in the Arab Republic of Egypt, UNESCO's statements, India and Kenya – a comparative study.

Christopher Charles DE WINTER HEBRON
PhD awarded February 1986
Part-time management students' learning environments, attitudes and needs.

Ann Derore DOWKER
PhD awarded February 1986
Language play in young children.

Lubasa N'TI NSEENDI
PhD awarded February 1986
Motivation and perseverance in language learning materials for speakers of other languages.

Sheila Mary PAINE
PhD awarded February 1986
The development of drawing in the childhood and adolescence of individuals.

Denis WONG
PhD awarded February 1986
Development and evaluation of a microcomputer dynamic modelling system for teaching A-level physics.

Sita Hawa Binti AHMAD
PhD awarded March 1986
Implementing a new curriculum for primary schools: a case study from Malaysia.

Mohammed Sarhan Saeed AL-MEKHLAFI
PhD awarded March 1986
Relevance and the curriculum: the case of the Yemen Arab Republic.

Dermot Mary BOWLER
PhD awarded March 1986
An exploration of short-term memory for manual signs and spoken words in severely mentally handicapped children.

Francis CAREY
PhD awarded March 1986
Conscientization and in-service education of Zambian primary school teachers.

Despina Kosti KARAYANNI
PhD awarded March 1986
Educational production and reproduction of cultural dependency in the Sudan.

Althea Mary PEARSON
PhD awarded March 1986
The self concept of adolescents with spina bifida.

Gail Graham WILSON
PhD awarded March 1986
The organization of financial management within the family: its effect on women's ability to provide for domestic needs.

Terence Viner WRIGHT
PhD awarded March 1986
The self-reflective attitude to photography considered as a system of representation.

Nady Kamal AZIZ
PhD awarded April 1986
Integration between mathematics and physics in secondary schools: an integrated mechanics unit for Egypt.

Jean JONES
PhD awarded April 1986
Towards partnership in teacher education: the development of structure and process in a postgraduate initial teacher education course.

Mochacha Mathews KGOALE
PhD awarded April 1986
Apartheid: the dilemma of South African universities.

Nicholas Arnold McADOO
PhD awarded April 1986
Aesthetic experience and education – an examination of Roger Scruton's *Art and Imagination* and its implications for aesthetic education.

Apostolos MARKOPOULOS
PhD awarded May 1986
Politics and education: the democratization of the Greek educational system.

Neelu SANCHETI
PhD awarded May 1986
Educational dependency: an Indian case study in comparative perspective.

Ahmed Mohamed Ali AL GHASHM
PhD awarded July 1986
An investigation into the nature, purpose and significance of development education in the context of the emerging transnational world system.

Mary ASH
PhD awarded July 1986
Integration in the teaching of the arts: a study of the role of metaphor across four forms – music, movement, poetry and visual art.

Henrietta Mary DOMBEY
PhD awarded July 1986
Aural experience of the language of written narrative in some pre-school children and its relevance to learning to read.

Donald Maurice EARLE
PhD awarded July 1986
Art examinations in secondary schools.

Bernardo KIPNIS
PhD awarded July 1986
Postgraduate science and technology policies in Brazil in the 1970s – a comparative analysis.

Carol Joy McRAE
PhD awarded July 1986
Problems in educational development in the kingdom of Tonga: a case study.

Peter Frederick WALWYN
PhD awarded July 1986
Hegel's philosophy of education: a re-examination.

Rateda Omar AL-HARIRI
PhD awarded August 1986
An approach to decision-making and communication among women's school administrators in Saudi Arabia.

Samuel Charles CLARK
PhD awarded August 1986
Education through growth: a study of a child-centred concept.

Maria Da Consolacao DE MAGALHAES FIGUEIREDO
PhD awarded August 1986
Academic freedom and autonomy in the modern Brazilian university – a comparative study.

Ioanna DIMITRACOPOULOU
PhD awarded August 1986
The development of conversational behaviour and social understanding in young children.

Bonna Devora HABERMAN
PhD awarded August 1986
The intentionality view of moral experience: creating a moral philosophy of education.

Sharon Jean HAMILTON-WIELER
PhD awarded August 1986
A context-based study of the writing of eighteen year olds, with special reference to A-levels Biology, English, Geography, History, History of Art and Sociology.

Salha Abdulla Yusuf ISSAN
PhD awarded August 1986
A comparative study of the re-organization of secondary education in the Arab States of the Gulf – Bahrain, Kuwait and Saudi Arabia.

Jay Ye-Chin YAP
PhD awarded August 1986
Refugee trauma and coping: a study of a group of Vietnamese refugee children attending school in Southern England.

MPhil AWARDS 1981-82

Sally Elizabeth ARCHBUTT
MPhil awarded 14 July 1982
Major dance notation systems: implications for art, education and research.

Patricia Ann MORGAN
MPhil awarded 18 August 1982
The status of happiness as an aim in Education.

Neville OSBORNE
MPhil awarded 24 February 1982
A history of the local examinations of the Royal Schools of Music (the Associated Board) 1880-1980.

Gordon Leonard UNDERWOOD
MPhil awarded 24 March 1982
An investigation into the planning and implementation of the physical education curriculum in secondary schools.

Angela WILLIAMS
MPhil awarded 16 December 1981
Language for social control: an examination of some aspects of the structuring of educational opportunities in an unstreamed class of 11-12 year olds in a middle school.

Roger Walter WOODHAM
MPhil awarded 14 October 1981
Differing perspectives in the definition and methodology of communicative approaches in the teaching of English as a Foreign Language.

MPhil AWARDS 1982-83

Arthur George FORWAY
MPhil awarded October 1982
Teaching as a profession and as an art.

Julius MALKIN
MPhil awarded October 1982
Meaning in art: with special reference to the needs of pupils in educational guidance centres.

Robert Eric Kenwal DONOVAN
MPhil awarded 23 March 1983
A case study of some influences of school management upon curriculum decision making at a secondary school during two recent academic years.

Donald WILKINSON
MPhil awarded 23 March 1983
Pupils' perceptions of curriculum: personal construct theory as a guide to curriculum planning for maladjusted boys.

Bridget Elizabeth Anne MARTIN
MPhil awarded 20 April 1983
A comparative study of music teaching in the first years of schooling in England and in the Bundesrepublik Deutschland.

Eileen CARNELL
MPhil awarded 17 August 1983
The introduction of 'Development work with Tutorial Groups' in one inner city school – a case study of the development of a pastoral curriculum.

Graham Charles PEEKE
MPhil awarded 21 September 1983
Teachers' response to curriculum innovation in further education.

MPhil AWARDS 1983-84

Christine Mary STREET
MPhil October 1983
An investigation into different theories of communicative competence with special reference to ESP syllabus design.

James Richard BROUGHTON
MPhil November 1983
The relationship between art and science, and its implications for design education.

Shirley NEWSOME
MPhil January 1984
The design of nutrition education programmes for multi-ethnic classrooms with special reference to the food beliefs and behaviour of adolescents.

Susan PHILPOTT
MPhil January 1984
Problems of assessment in dance: a study of concordance between judges.

Lynda HADDOCK
MPhil March 1984
Community curriculum in the inner-city school: a study of an action-research project.

Patricia DANIEL
MPhil May 1984
The application of communicative theories of EAP teaching and testing to ESL students in a further education college in Britain.

Ronald Nicholson YOUNG
MPhil May 1984
Music in higher education: a study of the curriculum in music colleges.

Cynthia Gwendoline Lloyd CLAMP
MPhil June 1984
Learning thought incidents: an investigation of training and learning through critical incidents in nursing education.

Eric TRIGGS
MPhil September 1984
The relationship of certain personality perceptual and cognitive factors to non-verbal interaction in 11 year old children.

MPhil AWARDS 1984-85

John George PATTISON
MPhil October 1984
Socio-political and cultural factors affecting foreign language policy in revolutionary Libya.

Robert Henry HOLLAND
MPhil December 1984
Relativism and education: the philosophical foundations of the curriculum in Wittgensteinian terms.

Florence May MILES
MPhil March 1985
A socio-historical investigation into the education and training of sick children's nurses.

Susan Mary ASKEW
MPhil May 1985
The representation of community interest in the construction of health education programmes in innner city schools.

Robert Arthur Chamberlain CRANE
MPhil June 1985
Peace studies in secondary education.

Dean Rudolph CASPERSON
MPhil July 1985
A study of in-service education with special reference to primary science.

Barbara NICHOLS
MPhil July 1985
An investigation of the effectiveness of multi-base and traditional techniques of teaching place value to infant school children.

MPhil AWARDS 1985-86

Nadia EDMOND
MPhil awarded December 1985
'Process skills' in the curriculum of Youth Training Programmes in France and England.

Patricia Mary GARDNER
MPhil awarded January 1986
Poor relations: a study of the curriculum of teacher education, with particular reference to four colleges in the Cambridge Institute.

Habib AHMED
MPhil awarded July 1986
The formation of an algebraic equation by students in Urdu medium and English medium schools.

Appendix 4
RESEARCH GRANTS AWARDED, 1981-86

RESEARCH GRANTS AWARDED 1981-82*

Training Methods and Materials for Educational Administration
(Dr P Hurst)
£52,836 from the Overseas Development Administration; for a three year period from 1 April 1982.

A Study on Research into the Factors of Maginalization and Pauperization of the Second Generation of Migrants in France, the Federal Republic of Germany and Great Britain
(Dr J S Gundara)
£10,595 from the Commission of the European Communities.

Processes in the Development of Gender and Mathematics at Home and School
(Dr V Walkerdine)
£40,108 from the Social Science Research Council; for a period of two years.

Girls and Mathematics: from Primary to Secondary School
(Dr V Walkerdine)
£9,222 from the Equal Opportunities Commission; for the final stages of a research project studying the discontinuity in the achievement of girls at mathamatics between primary and secondary school.

Pilot Project on the Educational Needs of Linguistic Minorities
(Dr V S Khan)
£47,170 from the Commission of the European Communities; to continue the project for a second year.

Language Development Through the Curriculum in the Multilingual Classroom
(Professor H Rosen)
£11,322 from the Schools Council; an additional grant.

Longitudinal Study of Spina Bifida Children in London
(Thomas Coram Research Unit)
£22,024 from the Department of Education and Science; an additional grant.

* *The research projects have been listed under the year in which they were reported to the Research Sub-Board. Some of the projects reported to the Sub-Board in 1981-82 have, however, been included in the printed 1980-81 Annual Report, and have not been repeated here.*

RESEARCH GRANTS AWARDED 1982-83

Screening and Special Educational Provision in Schools
(Professor H Goldstein)
£100,230 from the Social Science Research Council; for a period of three years from 1 March 1983.

Survey on the Integration of Pupils with Special Needs in the Ordinary School, and on Teacher Training for Special Needs in Ordinary and Special Education
(Professor K Wedell)
$5,000 from UNESCO.

Community Languages and Education
(Dr V S Khan and Mr E C Reid)
£101,780 from the Social Science Research Council, for a period of two years from 1 May 1983.

Special Education Policy and Practice Following the 1981 Education Act
(Professor K Wedell and Dr J Welton)
£130,527 from the Department of Education and Science; for a period of three years from 1 September 1983.

Bereavement and Mentally Handicapped Persons
(Miss M Oswin, Thomas Coram Research Unit)
£22,408 from the Joseph Rowntree Memorial Trust; for an extension of one year from 1 July 1983.

Language Development in the Multicultural Primary Classroom
(Professor H Rosen)
£6,500 from the Schools Council; an additional grant from 1 January 1983.

Micronetworks Research Project
(Mr J M Bowles)
£3,000 from the Department of Industry; for six months from January 1983.

Girls and Mathematics Association Project
(Dr V Walkerdine)
£4,470 from the Equal Opportunities Commission; for a period of one year from 1 January 1983.

A Study of FEU Dissemination Processes
(Professor H Goldstein)
£28,624 from the Further Education Unit of the Department of Education and Science; for a period of one year from 1 March 1983.

No Kidding Publishing Project
(Mr P Cohen)
£5,300 from the Greater London Council.

The Effects of Declining Student Numbers and Institutional Income on Higher Education Costs
(Professor M Blaug)
£20,590 from the Social Science Research Council; for one year from 1 March 1983.

Identification of the Neonatal Characteristics and Antecedents of the Difficult Baby Syndrome
(Dr I St James-Roberts)
A grant from the North West Thames Regional Health Authority; made jointly to the Institute and to Charing Cross West London Hospital. The hospital is administering the grant.

The Testing and Evaluation of Practical Mathematical Skills on High Quality Youth Opportunities Programmes
(Professor H Goldstein)
£50,372 from the Manpower Services Commission; for a period of eighteen months from 1 June 1982.

Incorporating Educational Television into the Curriculum for Children up to Seven Years of Age
(Dr E Choat)
£14,100 from the Leverhulme Trust; for a period of fourteen months from 1 July 1982.

A Follow-up Study of Adolescents whose Earliest Years were spent in Residential Care
(Professor B Tizard)
£21,551 from the Joseph Rowntree Memorial Trust; for a period of two years.

Specific Abilities and Disabilities in Children
(Dr B M Hermelin and Dr N O'Connor)
£121,748 from the Medical Research Council; for a period of three years from 1 October 1982.

A Study of Factors Related to Changes in General Ability from Infancy to Adolescence
(Professor C B Hindley)
£60,250 from the Leverhulme Trust; for a period of three years.

Girls in Education and Women in the Labour Market in Britain and France
(Dr G Varnava-Skouras)
£1,100 from the Nuffield Foundation.

The Black British Narrative
(Dr D J Sutcliffe)
£2,992 from the Commission for Racial Equality; from April to December 1982.

Language Development Through the Curriculum in the Multilingual Classroom
(Professor H Rosen)
£4,000 from the Schools Council; as a supplementary grant.

Pilot Project on the Education Needs of Linguistic Minorities
(Dr V S Khan)
£52,810 from the Commission of the European Communities; to continue the project for a third year.

Survey and Monitoring of Teaching Practice and Training Schemes in Political Education
(Mr A Porter)
£15,668 from the Department of Education and Science; as an additional grant.

Pilot Project on the Assessment of Special Educational Needs
(Professor K Wedell)
£389 from the Department of Education and Science; as an additional grant.

Health Education Council Fellowships
£30,000 per year for four years from the Health Education Council.

RESEARCH GRANTS AWARDED 1983-84

Community Interpreters Project
(Mr E Reid)
£3,000 under the Nuffield Foundation's Social Sciences Small Grants Scheme; to monitor this project.

Continuing Professional Education: Nurses' Perceptions, Participation and the Identification of their Needs
(Ms J Rogers)
£90,521 from the Department of Health and Social Security; for a period of three years from 1 July 1983.

An Anthropologicial Investigation into the Transmission of Culture to Hindu Children Living in London
(Dr P Logan)
£41,200 from the Social Science Research Council; for a period of three years from 1 October 1983.

Local Education Expenditure Variations: Trends, Causes and Implications
(Dr A Crispin)
£38,960 from the Social Science Research Council; for a period of two years from 1 June 1983.

Research Fellowship in Child Development and Family Related Studies at 16-19 with particular reference to the Needs of a Multicultural Society
(Mr A Beattie, Dr J Gundara and Ms A Hobsbaum)
£30,000 from the UK Committee of UNICEF and £29,967 from the Health Education Council; for a period of three years from 1 January 1984.

Girls and Occupational Choice
(Ms L Chisholm)
£37,576 from the Social Science Research Council; for a period of eighteen months from 1 October 1983.

Parental Help with Reading in Schools
(Professor H Rosen)
£20,940 from the Social Science Research Council; for a period of eighteen months from 1 October 1983.

Rachel and Margaret McMillan: Educational Practice and the Meaning of Children to Women
(Ms C Steedman)
£2,833 under the Nuffield Foundation's Social Sciences Small Grants Scheme.

Development of the Young Child's Presentation of Emotions
(Mrs M Shields)
£20,520 from the Social Science Research Council; for a period of fifteen months from 1 January 1984.

Pilot Project on the Educational Needs of Linguistic Minorities
(Linguistic Minorities Project)
£59,100 from the Commission of the European Communities; for a period of one year from October 1983.

Schools Language Survey
(Linguistics Minorities Project)
£8,709 from the Department of Education and Science; for a period of eighteen months from 1 January 1984.

SSRC/HSFR Research Exchange Scheme for Social Scientists
(Dr K M Lillis)
£926 from the Social Science Research Council; to cover a visit to Sweden under the Scheme.

Specific Abilities and Disabilities in Children
(Dr B M E Hermelin and Dr N O'Connor)
£7,188 from the Medical Research Council; as a supplementary grant.

Micronetworks Research Project
(Mr J Bowles)
£3,000 from the Department of Industry; for an extension of the project from June to September 1983.

Incorporating Educational Television into the Curriculum for Children up to Seven Years of Age
(Dr E Choat)
£28,800 from the Leverhulme Trust; for a two-year extension of the project from September 1983.
£2,500 from the Independent Broadcasting Authority; for one year from 1 September 1983.

Racism, Adolescence and Language
(Dr R Hewitt)
£7,967 from the Nuffield Foundation; for an extension of the project for six months to June 1984.

Evaluation of Swedish Assistance to the Promotion of Industrial Education in Kenya
(Professor P R C Williams and Dr J Lauglo)
£30,000 from the Swedish International Development Authority; for the period 31 July 1983 to 28 February 1985.

Conference on the History of Black Communities in Lodnon
(Dr J Gundara)
£17,421 from the Greater London Council; for one year from 1 December 1983.

Critical Analysis on the Training of Teachers of Music in the European Community and of Mobility and Exchange of Music Teachers among the Member States
(Professor K Swanwick)
£11,500 from the Commission of the European Communities; for the period 31 December 1983 to 31 October 1984.

Workshop on Evaluation in Special Education
(Dr P Evans and Professor K Wedell)
£3,470 from the Economic and Social Research Council.

Multicultural Education: Towards a Non-Racist Curriculum
(Dr C Mullard)
£51,803 from the Further Education Unit; for the period May 1984 to 30 September 1986.

Geography 16-19 Project
(Mr M Naish)
£34,652 from the Schools Council; for an extension of the project from 31 August 1984 to 30 June 1985.

Training Methods and Materials for Educational Administrators
(Dr P Hurst)
£11,624 from the Overseas Development Administration; as an additional grant for the above project which runs from 1 April 1982 to 1 April 1985.

No Kidding Publishing Project
(Mr P Cohen)
£18,900 from the Greater London Council; for an extension of the project for a period of one year from 1 April 1984.

RESEARCH GRANTS AWARDED 1984-85

Education Funding for Ethnic Minorities: a case study of Section 11
(Mr P Hibbert, Mr J D Mace and Dr A Crispin)
£14,960 from the Economic and Social Research Council; for the period of one year from 1 January 1985.

A Comparison of First and Foreign Language Learning Ability
(Dr P Skehan)
£15,470 from the Economic and Social Research Council; for the period of one year from 1 September 1984.

A Longitudinal Investigation of the Use of LOGO Programming within the Secondary School Mathematics Curriculum
(Professor C Hoyles)
£63,300 from the Leverhulme Trust; for a period of two years from 1 September 1984.

Girls and Mathematics Project
(Dr V Walkerdine)
£14,800 from the Leverhulme Trust; for a period of one year from 1 October 1984.

Workshop on Ethnic Monitoring
(Dr J Gundara)
£2,950 from the Economic and Social Research Council.

Independent External Evaluation of Enfield TVEI
(Ms H Simons and Mr R Cotter)
£37,613 from the London Borough of Enfield; for the period of eighteen months from 1 October 1984.

Research and Development on the Curriculum for Pupils with Moderate Learning Difficulties
(Professor M Skilbeck and Professor K Wedell)
£361,724 from the Department of Education and Science; for the period 1 January 1985 to 30 June 1988.

Community Languages in the Secondary Curriculum
(Professor H Rosen)
£32,320 from the Commission of the European Communities; for the period of three years from 1 September 1984.

Survey of Overseas Students 1984-85
(Professor G L Williams)
£81,512 from the Department of Education and Science; for the period of one year from 1 October 1984.

Programme of Pilot Projects on the Education of the Children of Migrant Workers: Linguistic Minorities Project
(Dr V S Khan)
£15,535 from the Commission of the European Communities; for a period of four months from 1 October 1984.

Specific Abilities in Gifted and Handicapped Children
(Dr B M E Hermelin and Dr N O'Connor)
£21,579 from the Medical Research Council; for a period of two years.

Distribution of Resources within Households Study Group
(Dr D Leonard and Ms J Brannan)
£1,990 from the Economic and Social Research Council.

Seminar Series on Assessment
(Professor H Goldstein)
£4,260 from the Nuffield Foundation; for a period of three years.

Seminar on Microcomputers and Observation Data: Hardware, Software and Analysis
(Mr I Plewis)
£1,546 from the Economic and Social Research Council.

Learning in Context: Patterns of Skill Transfer and Their Training Implications
(Mrs A M Wolf)
£235,497 from the Manpower Services Commission; for a period of three years from 1 April 1985.

Photographic Slides and Commentary on the Caribbean
(Dr J Gundara)
£41,925 from the Greater London Council; for the period of six months from 1 October 1984.

Intercultural Music with Young Children
(Mrs M Martin)
£18,000 from the Commission of the European Communities; for a period of fifteen months.

Teacher Training and Handicapped Students in Selected Countries
(Professor K Wedell)
$3,000 from UNESCO.

Training Methods and Materials for Educational Administration
(Dr P Hurst)
£6,216 from the Overseas Development Administration; as a supplementary grant.

Investigation of the Use and Appraisal of HEC Leaflets and Posters at Local Level in the National Health Service
(Mr A Beattie)
£17,424 from the Health Education Council; for a six months' extension of the project.

Incorporating Educational Television into the Curriculum for Children up to Seven Years of Age
(Dr E Choat)
£2,000 from the Department of Education and Science; as an additional grant.

Caribbean-based Creole and Multi-cultural Language Based Policy in Secondary Education
(Dr R L Hewitt)
£37,500 from the Leverhulme Trust; for a period of one year from 1 April 1985.

Developing the Use of Multi-Level Models
(Professor H Goldstein)
£27,380 from the Economic and Social Research Council; for a period of two years from 1 April 1985.

Education and Training 14-18: the YTS Core Skills Programme and the Quality Issue
(Profepssor M Skilbeck)
£77,017 from the Manpower Services Commission; for a period of ten months to 31 December 1985.

Evaluation of the Technical and Vocational Education Initiative Project of the London Borough of Havering
(Dr P Young)
£2,500 from the London Borough of Havering; for a period of one year from 1 September 1984. The total contract period is five years.

Evaluation of the Technical and Vocational Education Initiative Project of the London Borough of Croydon
(Mrs J Harland)
£4,000 from the London Borough of Croydon; for a period of one year from 1 October 1984.

International Research Seminar on Computer Assisted Learning for Social Sciences
(Mr W A Kent)
£2,000 from the Economic and Social Research Council.

Girls and Occupational Choice
(Ms L Chisholm)
£51,650 from the Economic and Social Research Council; an additional grant for the period of eighteen months from 1 April 1985.

Training Methods and Materials for Educational Administration
(Dr P Hurst)
£28,261 from the Overseas Development Admninistration; as a supplementary grant.

Survey of Overseas Students 1984-85
(Professor G L Williams)
£9,980 from the Department of Education and Science; for an extension of three months to 31 December 1985.

Thomas Coram Research Unit
(Director, Dr B Tizard)
The Institute of Education accepted in June 1985 a grant of £561,040 from the Economic and Social Research Council over three and a half years commencing 1 April 1985; representing the second part of an award, extending over eight years, of ESRC Designated Research Centre status to the Institute's Thomas Coram Research Unit.

RESEARCH GRANTS AWARDED 1985-86

Social Support and Pregnancy Outcome
(Dr A Oakley)
£113,918 from the Department of Health and Social Security for a period of three years from 1 September 1985.

Training Material for those working with Overseas Students
(CSDHE jointly with UKCOSA)
£46,300 from the Leverhulme Trust for a period of two years from 1 September 1985.

Research Facility for Research on Gender/Women
(Dr D Leonard)
£4,000 from the Economic and Social Research Council for a period of one year from 1 November 1985 to 31 October 1986.

Microelectronic Education Programme
(Professor C Hoyles)
£23,617 from the Council for Educational Technology for the period 1 April 1985 to 31 March 1986.

Volunteer Reading Help Scheme
(Ms A Loenen)
£2,000 from Volunteer Reading Help for a period of three years from 1 October 1985 to 30 September 1988.

Training Methods and Materials for Educational Administrators (Dr P Hurst)
£20,334 from the Overseas Development Administration; as a supplementary grant bringing the total grant received over the four years from 1 April 1982 to 31 March 1986 to £100,000.

Resources within Households Study Group
(Ms J M Brannen)
£1,500 from the Economic and Social Research Council for a period of one year from 1 November 1985 to 31 October 1986.

The Role of the External Examiner in Higher Education
(Mr D Warren-Piper)
£110,120 from the Economic and Social Research Council; for the period of two years from 1 September 1985.

Exchange Programme for Educators of Migrant Workers
(Mr E Reid)
$3,000 from UNESCO for the period of three weeks from 10 April 1986.

Music Curriculum Research Project
(Professor K Swanwick)
£15,000 from the Calouste Gulbenkian Foundation, commencing January 1986.

Minority Literatures in Britain and Canada
(Centre for Multicultural Education)
$5,100 for the period 1 October to 1 May 1986.

Parental Perspectives on Schooling: an Exploratory Case Study
(Dr P Bhachu)
£67,040 from the Economic and Social Research Council, for the period of three years from 1 December 1985.

National Teacher Training for Economic Awareness – Joint funding with University of Manchester
(Dr L Thomas)
£300,000 joint funding from Banking Information Service, i.e. £30,000 per annum on a rolling basis for a maximum of ten years from January 1986.
£90,000 from British Petroleum, i.e. £30,000 per year on a rolling basis as from January 1986, committed for three years in the first instance.
£30,000 from Unilever, i.e. £10,000 per annum for three years 1986 to 1988.
£90,000 from Department of Trade and Industry, i.e. £30,000 per annum for the years 1986-87, 1987-88 and 1988-89.

Economic and Industrial Awareness
(Dr L Thomas)
£35,952 from the Manpower Services Commission (TRIST), for the period of two years 1985-86 and 1986-87.

Follow-up Study of Overseas Students with special reference to the Technical Co-operation Training Programme
(Professor G A Williams)
£68,109 from the Overseas Development Administration for a period of eighteen months from 1 March 1986.

Evaluation of the Volunteer Reading Help Scheme
(Professor B Tizard)
£2,750 from the Leverhulme Trust for a period of three years from October 1986.

Resource Centre for Vocational and Pre-Vocational Education
(Mr M Young)
£14,950 from the Manpower Services Commission for a period of one year from June 1986.

Resource and Curriculum Development for Vocational and Pre-Vocational Education
(Mr M Young)
£40,000 from the Manpower Services Commission for a period of one year from September 1986.

Caribbean Visual History Project
(Dr J Gundara)
£20,483 from the Greater London Council, as a supplementary grant, for the period 1 December 1985 to 31 March 1986.

Girls and Mathematics Project: data collection
(Dr V Walkerdine)
£3,934 from the Economic and Social Research Council, as a supplementary grant, for the period 17 January 1986 to 14 March 1986.

Appendix 5
ANALYSIS OF OVERSEAS STUDENT NUMBERS, 1981-86

(a) Analysis by Courses	1981–82	1982–83	1983–84	1984–85	1985–86
Postgraduate Certificate in Education	11	14	14	18	18
Art Teacher's Certificate	—	—	2	3	—
BEd for Serving Teachers	—	—	11	27	26
Diploma in Education	43	29	35	24	18
MA	75	55	55	62	56
MSc	12	13	7	6	4
MEd	11	8	14	6	5
MPhil	43	46	61	62	45
PhD	40	33	37	32	30
Specialist Diplomas	42	51	58	62	35
Associateship	21	26	20	18	8
Special and Short Courses	117	93	100	136	127

(b) Analysis by Countries of Origin	1981–82	1982–83	1983–84	1984–85	1985–86
Algeria	14	13	13	13	10
Angola	—	—	—	2	—
Argentina	5	2	2	—	—
Australia	15	15	11	9	12
Austria	1	—	1	—	1
Bahrain	1	4	2	2	1
Bangladesh	12	7	4	1	—
Barbados	1	1	—	—	1
Benin	—	—	—	1	—
Bermuda	—	—	1	1	—
Bhutan	1	8	6	6	—
Botswana	2	1	—	4	1
Brazil	8	14	9	18	20
Brunei	1	4	4	9	2
Bulgaria	—	—	—	1	—
Burma	—	—	1	1	1
Burundi	1	1	1	—	—
Cameroon Republic	2	1	—	3	4
Canada	11	7	8	11	9
Chile	4	2	1	3	1
China	—	—	—	4	4
Colombia	4	4	—	5	7
Cyprus	1	3	1	3	7
Czechoslovakia	1	—	—	—	—
Egypt	23	8	7	10	4
Ethiopia	2	2	5	3	2
Fiji	1	1	1	1	—
Gambia	—	1	—	—	2
Ghana	8	14	8	1	3
Guyana	1	3	—	—	—
Hong Kong	9	19	24	24	34
Iceland	1	2	1	1	—
India	17	10	16	14	15
Indonesia	7	—	1	2	9
Iran	7	2	2	3	1
Iraq	—	5	1	—	—
Israel	2	2	—	2	2
Ivory Coast	—	—	—	1	—
Jamaica	1	2	4	2	—
Japan	7	9	3	6	10

Jordan	9	7	3	2	1
Kenya	15	8	7	11	19
Kuwait	—	—	2	1	1
Lebanon	2	2	—	—	1
Lesotho	2	4	—	2	1
Liberia	1	1	—	1	1
Libya	—	—	2	1	2
Malawi	2	—	3	4	7
Malaysia	16	16	12	13	13
Maldive Islands	—	1	1	—	—
Mali	—	—	—	1	—
Malta	—	—	1	—	1
Mauritius	2	4	3	—	1
Mexico	11	3	6	2	8
Morocco	—	1	1	2	1
Mozambique	—	—	—	1	—
South West Africa (Namibia)	1	2	6	5	—
Nepal	—	2	—	2	1
New Zealand	3	3	2	4	3
Nigeria	40	21	20	22	26
Norway	—	—	1	—	2
Pakistan	12	10	9	14	10
Panama	1	—	—	—	—
Papua	—	—	3	2	1
Peru	—	1	2	1	2
Philippines	—	—	—	3	5
Poland	3	1	1	—	—
Portugal	7	1	2	2	3
Ruanda	—	—	1	1	1
St Vincent	—	—	1	1	—
Saudi Arabia	2	1	2	2	2
Senegal	—	—	1	—	—
Seychelles	1	—	—	—	—
Sierra Leone	5	3	2	4	4
Singapore	9	12	8	9	10
Solomon Islands	—	—	1	—	—
Somali Republic	2	2	1	2	3
South Africa	4	11	10	13	8
South Korea	1	1	4	3	2
Spain	1	3	4	2	4
Sri Lanka	1	—	4	1	—
Sudan	4	6	8	4	7
Swaziland	2	4	3	2	2

Sweden	—	—	—	1	1
Switzerland	3	—	1	1	1
Syria	1	—	—	3	1
Taiwan	3	1	5	5	4
Tanzania	4	10	10	10	8
Thailand	7	3	14	1	1
Tibet	1	—	—	—	—
Togo	—	—	—	1	—
Trinidad & Tobago	1	5	4	3	2
Turkey	1	—	—	—	—
Turks & Caicos Islands	—	—	—	1	—
Uganda	5	4	1	7	5
Upper Volta	—	—	—	1	2
USA	10	8	10	8	13
USSR	—	—	—	1	—
Venezuela	12	5	6	3	1
Yemen	4	3	4	3	1
Yugoslavia	1	1	—	—	—
Zaire	2	1	1	1	—
Zambia	8	7	11	9	10
Zimbabwe	5	4	3	8	6
Stateless	3 *(1 born in Ethiopia)*	1 *(born in Ethiopia)*	—	—	—
TOTALS	**401**	**351**	**345**	**374**	**372**

EEC Countries					
Belgium	1	1	1	2	1
Denmark	1	—	—	1	1
Eire	2	4	4	8	3
France	1	1	—	3	2
Greece	9	13	33	14	38
Italy	2	1	5	1	3
Netherlands	2	—	2	—	2
West Germany	1	1	—	1	2
TOTALS	**19**	**21**	**45**	**30**	**52**

Appendix 6
BEDFORD WAY PAPERS, 1981-86

1. 'Fifteen Thousand Hours': A Discussion
Barbara Tizard *et al.*
ISBN 0 85473 090 7

2. The Government in the Classroom
J Myron Atkin
ISBN 0 85473 089 3

3. Issues in Music Education
Charles Plummeridge *et al.*
ISBN 0 85473 105 9

4. No Minister: A Critique of the D E S Paper 'The School Curriculum'
John White *et al.*
ISBN 0 85473 115 6

5. Publishing School Examination Results: A Discussion
Ian Plewis *et al.*
ISBN 0 85473 116 4

6. Work and Women: a Review
Janet Holland
ISBN 0 85473 119 9

7. Science Teachers for Tomorrow's Schools
Arthur Jennings and Richard Ingle (eds.)
ISBN 0 85473 123 7

8. Girls and Mathematics: The Early Years
Rosie Walden and Valerie Walkerdine
ISBN 0 85473 124 5

9. Reorganisation of Secondary Education in Manchester
Dudley Fiske
ISBN 0 85473 125 3

10. How Many Teachers? Issues of Policy, Planning and Demography
Tessa Blackstone and Alan Crispin
ISBN 0 85473 133 4

11. The Language Monitors
Harold Rosen
ISBN 0 85473 134 2

12. Meeting Special Educational Needs: The 1981 Act and its Implications
John Welton *et al.*
ISBN 0 85473 136 9

13. Geography in Education Now
Norman Graves *et al.*
ISBN 0 85473 219 5

14. Art and Design Education: Heritage and Prospect
Anthony Dyson *et al.*
ISBN 0 85473 245 4

15. Is Teaching a Profession?
Peter Gordon (ed.)
ISBN 0 85473 220 9

16. Teaching Political Literacy
Alex Porter (ed.)
ISBN 0 85473 154 7

17. Opening Moves: Study of Children's Language Development
Margaret Meek (ed.)
ISBN 0 85473 161 X

18. Secondary School Examinations
Jo Mortimore and Peter Mortimore
ISBN 0 85473 167 9

19. Lessons Before Midnight: Educating for Reasons in Nuclear Matters
The Bishop of Salisbury, *et al*
ISBN 0 85473 189 X

20. Education plc?: Headteachers and the New Training Initiative
Janet Maw *et al*
ISBN 0 85473 191 1

21. The Tightening Grip: Growth of Central Control of the School Curriculum
Denis Lawton
ISBN 0 85473 201 2

22. The Quality Controllers: A Critique of the White Paper 'Teaching Quality'
Frances Slater (ed.)
ISBN 0 85473 212 8

23. Education: Time for a New Act?
Richad Aldrich and Patricia Leighton
ISBN 0 85473 217 9

24. Girls and Mathematics: from Primary to Secondary Schooling
Rosie Walden and Valerie Walkerdine
ISBN 0 85473 222 5

25. Psychology and Schooling: What's the Matter?
Guy Claxton *et al.*
ISBN 0 85473 228 4

26. Sarah's Letters: A Case of Shyness
Bernard T Harrison
ISBN 0 85473 241 1

27. The Infant School: past, present and future
Rosemary Davis (ed.)
ISBN 0 85473 250 0

Appendix 7
STAFF PUBLICATIONS, 1981-86

Aldrich, Dr R E (History and Humanities)

An Introduction to the History of Education. Sevenoaks: Hodder and Stoughton, 1982.

Education: time for a new Act? (with P Leighton). London: Bedford Way Papers 23, University of London Institute of Education, 1985.

'New History: an historical perspective' in A K Dickinson, P J Lee and P J Rogers, *Learning History.* London: Heinemann Educational Books, 1984.

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Worrall, Dr N (Child Development and Educational Psychology)

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Appendix 8
INSTITUTE STAFF, 1981-86

INSTITUTE STAFF, 1981-82

Appointments

Academic

L Beckett, BSc *Manc,* Temporary Lecturer in Science Education
B Norwich, MA *Camb,* MSc *Brist,* PhD, Temporary Lecturer in Child Development and Educational Psychology
D A Turner, BA *Camb,* MA, PhD, Temporary Lecturer in Comparative Education
P Blatchford, BSc, PhD *Sur,* Research Officer, Thomas Coram Research Unit
E C Melhuish, BSc *Brist,* PhD, Research Officer, Thomas Coram Research Unit
Ms L R Bonnick, BA *York,* MA *Brad,* Research Officer, Sociology (Social Management of Racial Policy and Practice)
Ms J M Brannen, BA *Manc,* Research Officer, Thomas Coram Research Unit
Miss J A Burke, Research Officer, Thomas Coram Research Unit
Ms S M A Rodwell, BSc *Sus,* Research Officer, Education in Developing Countries (Training Methods/Materials for Educational Administrators)
Mrs A Wolf, MA, MPhil *Oxf,* Senior Research Officer (part-time), Mathematics, Statistics and Computing (Assessment of Mathematics Schemes on Youth Opportunities Programmes)

Promotions

Academic

Mrs B Tizard, MA *Oxf,* PhD: to Professor of Education
H W R Hawes, MA *St And,* MPhil: to Reader in Education (Education in Developing Countries)
R E Aldrich, MA *Camb,* MPhil, PhD: to Senior Lecturer in Education (History of Education)
P G Dean, MSc, PhD: to Senior Lecturer in Education (Mathematics)
Ms N M Rendel, MA *Camb,* PhD, Barr: to Senior Lecturer in Education (Human Rights and Education)
Mrs C V Gipps, BSc *Brist,* MSc, PhD: to Research Officer II, Economic, Administrative and Policy Studies in Education (Testing in Schools)

Academic-Related

D J Warren, BSc, Academic Registrar: to Admin IV
D Baylis, BA, Information Officer: to Admin II
Miss M E Richards, Administrative Assistant, Education in Developing Countries: to Admin II
Miss G P Vercoe, MSoc Sci *Waik*: to Assistant Personnel Officer, Admin IA

Resignations

Academic

R MacLeod, AB *Harv*, PhD *Camb*, Professor of Science Education (service 1978-82; appointed to Chair of Modern History, Sydney University)

Retirements

Academic

R S Peters, BA *Oxf* and *Lond*, PhD, Professor of Philosophy of Education (service 1962-82; subsequently Emeritus Professor; reappointed part-time 1982-83)
T W Moore, BSc(Econ), BA, Senior Lecturer in Philosophy of Education (service 1968-82)
W R Newland, ATD, Senior Lecturer, Teaching of Art and Crafts (service 1948-82; reappointed part-time 1982-85)
R G Andry, MA *Melb*, PhD, Lecturer in Educational Psychology (service 1959-82; reappointed 1982-83)
J E Sharwood Smith, OBE, MA *Camb*, Reader in Education (Classics and Humanities) (service 1959-82; subsequently Emeritus Reader; reappointed part-time 1982-85)
N Hill, BA *Manc*, Lecturer, Teaching of Modern Languages (service 1962-82)
Mrs M A Ing, MA *Glas*, BA, Lecturer, Curriculum Studies (service 1974-82; reappointed part-time 1982-83)
F Pratt, BSc, Lecturer, Teaching of Mathematics (service 1970-82)
L V Rigley, LGSM, Lecturer in Child Development with special reference to the Junior and Middle School Age Range (service 1966-82; reappointed part-time 1982-85)
C V Russell, BA, Lecturer, Teaching of Modern Languages (service 1960-82)

Academic-Related

D Aston, MA *Oxf*, Deputy Secretary (Central) (service 1968-82)
D L Booth, MA *Oxf*, Deputy Secretary (Collegiate) (service 1963-82)
Miss M E Couch, FLA, Deputy Librarian (service 1949-82)
R C Pemberton, Examinations Officer (service 1966-82)
Miss M E Richards, Administrative Assistant, Education in Developing Countries (service 1949-82; subsequently awarded MBE)
Miss R A Broad, Domestic Warden, John Adams Hall of Residence (service 1976-81)
Mrs J Pugh, Administrative Assistant, School Relations Office (service 1974-82)

Non-Teaching Staff

Mrs F Turner, Accounts Assistant (service 1974-82)

INSTITUTE STAFF, 1982-83

Appointments

Academic

G L Brandt, BEd *Guy*, MA, Temporary Lecturer in Multicultural Education
C Searing, BSc *R'dg*, Temporary Lecturer (part-time), Mathematics, Statistics and Computing
P Skehan, BA *Keele*, MA *W Ont*, MA *Paris*,, Temporary Lecturer, English for Speakers of Other Languages
Miss G A Rogers, MPhil *Dundee*, BA, Research Officer, Curriculum Studies (Continuing Professional Education: Nurses' Perceptions, Participation and the Identification of their Needs)
Ms A Mooney, BA *CNAA*, Research Officer, Thomas Coram Research Unit
Ms A A Phoenix, MA *St And*, Research Officer, Thomas Coram Research Unit

Academic-Related

Ms P E Brookes, BA, Administrative Assistant, Child Development and Educational Psychology
Miss L A Wakeman, Programmer, Mathematics, Statistics and Computing

Promotions

Academic

P Gordon, MSc, PhD: to Professor of Education
N Worrall, BA *Liv*, PhD *Indiana*: to Reader in Education (Child Development and Educational Psychology)
P L C Evans, PhD *Manc*, BSc: to Senior Lecturer in Education (Child Development and Educational Psychology)
J J Tomiak, BSc(Econ), MA: to Senior Lecturer in Russian and Soviet Education (joint appointment with School of Slavonic and East European Studies)

Academic-Related

Mrs S M Wood, BA *Camb*, IPM: to Personnel Officer, Admin II
Mrs R Rajagopalan, BSc *Madr*: to Assistant External Relations Officer, Admin IA
Ms A B Peters, BA: to Deputy Librarian III

Resignations

Academic

Ms T Blackstone, BSc(Soc), PhD, Professor of Educational Administration (service 1978-83; appointed as Education Officer (Resources), ILEA

W Taylor, CBE, DSc *Aston*, LittD *Leeds*, DCL *Kent*, BSc(Econ), PhD, FCP, FCCEA, Director (service 1973-83; appointed Principal, University of London)

Retirement

Academic

C E Cox, OBE, BD, MTh, AKC, Reader in Education (Religious Education) (service 1966-83; subsequently Emeritus Reader; reappointed part-time 1983-86)

S Frenkiel, BA, Reader in Art Education (service 1973-83; subsequently Emeritus Reader; reappointed part-time 1983-85)

D M C Dale, BA *Auck*, PhD *Manc*, Senior Lecturer in Education of Deaf and Partially Hearing Children (service 1965-83)

W A Gibby, BSc, MA, Senior Lecturer in Education (Curriculum Studies) (service 1966-83; reappointed part-time 1983-85)

K M Harrison, BSc *Liv*, Lecturer in Education (Educational Media) (service 1962-83)

C J Newick, ATD, Lecturer in Education (Arts and Crafts) (service 1967-83); reappointed part-time 1983-85)

Ms S Paine, NDD, ATD, MPhil, Lecturer in Education (Art) (service 1978-83; reappointed part-time 1983-86)

Academic-Related

R E Healey, General Services Officer (service 1977-83)

Miss E Porter, Supplies Officer and Office Manager, Services (service 1958-82)

Non-Teaching Staff

C R W Robinson, MA, Senior Library Assistant (service 1967-83)

Miss M J Simmons, Senior Executive Officer, Registry (service 1969-83)

Mrs E J Vernon, Senior Telephonist (service 1977-83)

H J Eldridge, Attendant (service 1976-83)

INSTITUTE STAFF, 1983-84

Appointments

Academic

J M Ogborn, BA *Camb*, Professor of Science Education
P Mitchell, BSc(Econ), Visiting Professor of Education
Miss L A Chisholm, BA *Sheff*, MA *Vic*, Lecturer in New Developments in 16-19 Education
Ms B A Riddick, BSc *Exe*, MA *Nott*, Lecturer in Child Development and Educational Psychology
D D Buckingham, BA *Camb*, Temporary Lecturer in Business Education
I H Chambers, BA *Warw*,, Temporary Lecturer in Business Education
T A Coombe, BA *Natal*, EdM, PhD *Harv*, Temporary Lecturer in Educational Planning
Ms E A Cowne, BA *Open*, MSc, Temporary Lecturer in Child Development and Educational Psychology
G Delf, Temporary Lecturer in Training and Development
C A Doherty, MEd *Brist*, Temporary Lecturer in Religious Education
Ms W Kernig, Temporary Lecturer (part-time) in Primary Education
K M Lillis, BA *Birm*, MA, DPhil *Sus*, Temporary Lecturer in Education in Developing Countries
Mrs R Scott-Hodgetts, BA, Temporary Lecturer (part-time) in Mathematics, Statistics and Computing
Mrs S W Weil, BA *Tufts*, Temporary Lecturer in Training and Developmen
R H Cotter, MA *Melb*, MA, Research Officer, Curriculum Studies (Enfield TVEI Evaluation Project)
B Goacher, MA *S'ton*, Research Officer, Child Development and Educational Psychology/Economic, Administrative and Policy Studies in Education (Implementation of the 1981 Education Act: Policy and Provision for Special Needs)
Ms J M Evans, MSc *Sur*, BSc, Research Officer, Child Development and Educational Psychology/Economic, Administrative and Policy Studies in Education (Implementation of the 1981 Education Act: Policy and Provision for Special Needs)
Ms H Gross, BA *R'dg*, Research Officer, Mathematics, Statistics and Computing (Screening and Special Educational Provision in Schools)
Mrs S C Martin, BEd *Sheff*, BSc, Research Officer, Thomas Coram Research Unit
Ms R Silver, BSc, Research Officer, Mathematics, Statistics and Computing (Practical Maths on YTS)
Ms L Smith, MSc *CNAA*, Research Fellow, Centre for Multicultural Education (Child-Related Studies at 16-19)
P D Robertson, Programmer, Thomas Coram Research Unit

Promotions

Academic

Mrs M D Spencer, MA *Edin*: to Reader in Education (English as a Mother Tongue)
Mrs L Ankrah-Dove, BA *Oxf*, MSc, PhD: to Senior Lecturer in Education (Education in Developing Countries)
Mrs M B Mayall, BA, MSc, PhD: to Research Officer II, Thomas Coram Research Unit

Academic-Related

R J Hepburn, Assistant Buildings Officer: to Admin IA
Mrs C Pendry: to Resources Officer, Educational Media, Admin IA

Resignations

Academic

P R C Williams, BA *Camb*, Professor of Education (Education in Developing Countries) (service 1974-84; appointed as Director of the Education Programme in the Human Resources Development Group of the Commonwealth Secretariat)
C J Brumfit, BA *Oxf*, MA *Essex*, PhD, Reader in Education (English for Speakers of Other Languages) (service 1974-84; appointed to Chair of Education, Southampton)
A Crispin, BSc *Wales*, MA, PhD, Senior Lecturer in Educational Administration (service 1973-83; appointed Registrar, Council for National Academic Awards)
M B Alvarado, BA *Wales*, Lecturer in Education (TV and Film) (service 1978-83)
C C Kiernan, BA *Nott*, PhD, Deputy Director, Thomas Coram Research Unit (service 1970-84; appointed as Director, Hester Adrian Research Centre, University of Manchester)

Academic-Related

B T House, IPFA, Deputy Finance Officer and Accountant (service 1979-84; appointed as Treasurer, Eastman Dental Hospital)

Retirements

Academic

M Blaug, BA(Econ) *Qu* and *NY*, MA, PhD *Col*, Professor of Economics of Education (service 1963-84; subsequently Emeritus Professor; reappointed part-time 1984-92)
C B Hindley, MB, ChB *Manc*, BSc, FBPsS, Professor of Child Development and Educational Psychology (service 1949-84; subsequently Emeritus Professor; reappointed part-time 1984-88)
H Rosen, BA, PhD, Professor of Education (English in Education) (service 1962-84; subsequently Emeritus Professor)

T N Davis, MA *Edin*, MEd, PhD *Birm*, Dean of Professional Studies (service 1977-84; reappointed part-time 1984-85)

H W R Hawes, MA *St And*, MPhil, Reader in Education (Education in Developing Countries) (service 1967-84; subsequently Emeritus Reader; reappointed part-time 1984-87)

Miss J M Cooper, BA, Senior Lecturer in Philosophy of Education (service 1965-84; reappointed part-time 1984-85)

P G Dean, MSc, PhD, Senior Lecturer in Mathematics Education (service 1973-84; reappointed part-time 1984-87)

Ms P Salmon, MA *Edin*, PhD, Senior Lecturer in Child Development and Educational Psychology (service 1973-84; reappointed part-time 1984-85)

J Burch, BA, Lecturer in Child Development and Educational Psychology (service 1968-84; reappointed part-time 1984-85)

K G O Watts, MA, Lecturer in Education (Curriculum of the Junior School) (service 1969-84; reappointed part-time 1984-87)

Miss M D Wootton, BA, Lecturer in Education (English, Speech and Drama) (service 1973-84; reappointed part-time 1984-87)

G W Miller, BA *Melb*, PhD, Senior Research Officer (service 1965-84)

Academic-Related

Miss K M D Barker, MA *Oxf*, PhD *Leic*, School Relations Officer (service 1960-84; reappointed part-time 1984-87)

Mrs K Old, Permanent Secretary, Students' Union (service 1964-84)

Non-Teaching Staff

Miss M A Barata, Bookings Clerk, Secretariat (service 1975-84)

F Clegg, Chief Attendant (service 1975-83)

G De Coteau, Attendant (service 1978-84)

INSTITUTE STAFF, 1984-85

Appointments

Academic

Ms C M Hoyles, BSc *Manc*, MEd, PhD, Professor of Mathematics Education

G L Williams, BA *Camb*, Professor of Educational Administration

Miss I C Lunt, BA *Oxf*, MSc, Lecturer in Education (Professional Training in Educational Psychology)

R L Noss, BSc, MPhil *Sus*, PhD, Lecturer in Mathematics Education

M Bray, BA *N'cle*, MSc, PhD, Temporary Lecturer, Education in Developing Countries

J Coe, MEd *Brist*, Temporary Lecturer (part-time), Primary Education

M R Evans, BA *Oxf*, Temporary Lecturer (part-time), Primary Education

Miss S E Hide, MA, SRN, Temporary Lecturer in Nursing Education (joint with St Bartholmew's School of Nursing and King's Fund)

S Lerman, MSc, Temporary Lecturer (part-time), Mathematics, Statistics and Computing

Ms B P Muniz, Temporary Lecturer (part-time), Human Rights and Education

R G Murray, BA *Yale*, BA *Camb*, Temporary Lecturer, Training and Development
Ms J E Ware, MA *Keele*, Temporary Lecturer in Child Development and Educational Psychology
Ms A R Oakley, BA *Oxf*, PhD, Deputy Director, Thomas Coram Research Unit
J Broadbent, MA *Camb*, Research Officer, Centre for Multicultural Education (Community Languages)
Ms J A Fotheringhame, BA *Warw*, Research Officer, Mathematics, Statistics and Computing (Learning in Context)
R L Hewitt, BA, PhD, Research Officer, Sociology (Caribbean-Based Creole)
Miss H Pitts, BSc *Liv*, MSc *Lough*, Research Officer, Mathematics, Statistics and Computing (Microelectronic Education Programme)
P D Redmond, BPhil(Ed), MEd *N'cle*, Research Officer, Curriculum Studies/Child Development and Educational Psychology (Curriculum for Pupils with Moderate Learning Difficulties)
S J Blackman, BA *CNAA*, MSc, Research Officer, Sociology (Girls and Occupational Choice)
Miss J E Evans, BSc *N'cle*, Research Officer, Mathematics, Statistics and Computing (LOGO)
Ms M C Foster, BA *Open*, Research Officer, Thomas Coram Research Unit
C R Gutzmore, BA *Leic*, Research Officer, Centre for Multicultural Education (Caribbean Visual History)
Ms M C Kelson, BA *Durh*, Research Officer, Mathematics, Statistics and Computing (Learning in Context)
Ms H F Lucey, BA, Research Officer, Curriculum Studies (Girls and Mathematics)
Ms U N O'Brien, BA *Oxf*, MSc, Economic, Administrative and Policy Studies in Education (Survey of Overseas Students)
Miss R J Sutherland, BSc *Brist*, Research Officer, Mathematics, Statistics and Computing (LOGO)
Ms E Lloyd, BA *Amst*, BSc *CNAA*, Research Officer (part- time), Thomas Coram Research Unit
N Pursani, BA *EAnglia*, MA, Research Officer (part-time), Sociology (Multicultural Education: Towards a Non-Racist Curriculum)

Academic-Related

J V Rantell, Programmer, Mathematics, Statistics and Computing
D Khan, Assistant Finance Officer

Promotions

Academic

A M Dyson, BA, NDD, PhD: to Senior Lecturer in Education (Art)
P Hurst, BA *Liv*, DPhil *Sus*,: to Senior Lecturer in Education in Developing Countries
J D Mace, BA(Econ) *Leic*, MA: to Senior Lecturer in Economics of Education
C F Owen, BSc, Programmer, Thomas Coram Research Unit: to Research Officer II

Academic-Related Staff

Mrs L M Garnier: to Deputy Academic Registrar, Admin III
R J Smith, ICMA: to Deputy Finance Officer, Admin III
Mrs G Hinson, BSC(Econ): to Initial Training and School Relations Officer, Admin II
Miss A R Jackson, ALA: to Senior Librarian IIA

Resignations

Academic

M Skilbeck, BA *Syd*, MA *Ill*, PhD, Professor of Education (Curriculum Studies) (service 1981-85; appointed as Vice-Chancellor, Deakin University, Victoria, Australia)
Mrs L Ankrah-Dove, BA *Oxf*, MSc, PhD, Senior Lecturer in Education in Developing Countries (service 1976-85; appointed as General Educator, World Bank, Washington, USA)

Retirements

Academic

B Holmes, BSc, PhD, AInstP, Professor of Comparative Education (service 1953-85)

Non-Teaching Staff

Miss S P Morrell, Director's Assistant (Special Duties) (service 1979-85)
Mrs C Caldwell, Executive Officer, English for Speakers of Other Languages (service 1972-85)
Mrs R Caruana, Executive Officer, Philosophy (service 1975-85)
Mrs J H Griffiths, Executive Officer (part-time), Economic, Administrative and Policy Studies in Education (service 1980-85)
Miss D C Vernon, Executive Officer, Comparative Education (service 1959-85)
J Arkless, Attendant (service 1976-84)
S Marino, Attendant (service 1975-84)

INSTITUTE STAFF 1985-86

Appointments

Academic

G R Neave, BA, PhD, Professor of Comparative Education

M W Stubbs, MA *Camb,* PhD *Edin,* Professor of Education with special reference to the teaching of English in Education

Ms A M Davis, BSc *Sus* PhD *Birm,* Lecturer in Child Development and Educational Psychology

Mrs E Abrahams, Temporary Lecturer (part-time) in Primary Education

P Keelan, MA, Temporary Lecturer in History in Education

Ms J M Popay, BA *Massey NZ,* MA, Senior Research Officer, Thomas Coram Research Unit

Ms P K Bhachu, BSc, PhD, Research Officer, Thomas Coram Research Unit

Ms C A Douglas, Research Officer, Centre for Staff Development in Higher Education (Development of training materials for those working with overseas students)

Ms A C Grey, BA *Camb,* Research Officer, Mathematics, Statistics and Computing (Learning in context)

Ms C Loder, BEd, MA *Lanc,* Research Officer, Administrative and Policy Studies in Education (Follow-up study of overseas students)

Mrs L T Rajan, BA *Essex,* MSc *Sur,* Research Officer (part-time), Thomas Coram Research Unit

Mrs S M Buckle, SRN, Research Midwife (part-time), Thomas Coram Research Unit

Mrs A Galan-Bomfield, SRN, Research Midwife (part-time), Thomas Coram Research Unit

Mrs R B Marsden, SRN, Research Midwife (part-time), Thomas Coram Research Unit

Mrs R J Smith, SRN, SCM, Research Midwife (part-time), Thomas Coram Research Unit

Academic-Related

Miss C L Richards, Manager, Centre for Staff Development in Higher Education

Promotions

Academic

Ms M N Rendel, MA *Camb),* PhD, Barr: to Reader in Education (Human Rights)

Ms H Simons, BA *Cant,* PhD *EAnglia:* to Senior Lecturer in Education with special reference to Curriculum Studies

M Underwood, BSc, PhD: to Senior Lecturer in Education with special reference to Physical Science

J M Welton, BA, PhD *Brist:* to Senior Lecturer in Educational Administration

I F Plewis, BSocSci *Birm,* MSc, Statistician, Thomas Coram Research Unit: to Research Officer III

Academic-Related

Ms J A Spencer, BSc, ARCS, Assistant Secretary and Administrator, Logan Hall: to Admin III
G Fitch, Reprographics Manager and Safety Officer: to Admin II
Ms P E Brookes, BA, Departmental Administrative Assistant, Child Development and Educational Psychology: to Admin IA

Resignations

Academic

C W Bailey, BSc, Lecturer in Educational Psychology (Primary) (service 1980-6; appointed to post with management training company in the Midlands)
Mrs R G Davis, MA, PhD, Lecturer in Child Development and Educational Psychology (Primary) (service 1978-86; appointed as Senior Lecturer, University of Botswana)
K D Hilton, BA *Brist,* MA *McG,* Lecturer in Geography and Environmental Education (service 1976-86; appointed Principal Lecturer, Chester College of Higher Education)
Ms V J Saifullah Khan, BA *Sus,* PhD *Brad,* Senior Research Officer, Thomas Coram Research Unit (service 1979-86)
P Mitchell, BSc(Econ), Senior Tutor for Initial Courses (service 1984-6; appointed Chief Adviser, Leicestershire Education Committee)

Academic-Related

R J Smith, ICMA, Deputy Finance Officer (service 1980-6; appointed Deputy Financial Secretary, Queen Mary College)
J Levy, Assistant Registrar (Records and General) (service 1972-86)

Retirements

Academic

G P Ivimey, BA *Manc* and *Lond,* MEd *R'dg,* BSc, PhD, Senior Lecturer in Child Development (Handicap) (service 1971-86; reappointed part-time 1986-7)

Academic-Related

NW Beswick, PhD *Lough,* MA, FLA, Librarian (service 1979-86; also 1970-73)
P D Hollingworth, MA *Durh,* Adviser to Students and Head of External Relations (service 1968-86; reappointed part-time Head, Overseas Visitors Office 1986-7)
Miss J Coleman, BA, Alumnis Officer (service 1975-86; also 1968-72)
Mrs R D Barry (formerly Mold), Deputy Academic Registrar (Initial Courses) (service 1968-86)

Non-Teaching Staff

D A Sutherland, BA *R'dg*, Senior Executive Officer (Grade 5), Registry (service 1968-86)
Mrs G F Seshadri, Senior Executive Officer, Registry (service 1974-86)
T White, Attendant (service 1976-86)

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